



Archbishop Temple
Multi Academy Trust
Together With God

School Improvement Strategy 2022-2025

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Together with God



Trust School Improvement Strategy

In line with National Policy and the vision of the Archbishop Temple Multi Academy Trust, our school improvement strategy identifies how we will work with individual schools to meet the values and vision of the Trust so that every school in the Trust becomes the school of choice for children, parents, staff and governors.

It is the aim that every school within the Trust is at least Good, and if not already an Outstanding school, aspiring to become one. At the heart of our school improvement strategy is a commitment to providing outstanding opportunities in order to make a difference by raising aspirations, academic standards and improving children's life chances. The Trust holds an unshakeable belief that all children have the right to the highest quality education.

We believe improvement stems from partnership with all our schools and in supporting all our schools in being self-improving, committed to achieving a school led system in order to promote and secure:

- Each academy is recognised as a centre of learning excellence, disseminating best practice within and across the Trust
- Become the employer of choices
- Successful engagement with parents/carers and the local community to support pupil progress, well-being and achievement
- Effective leadership and governance
- High quality teaching securing at least good levels of achievement for all children with many achieving outstanding outcomes.
- Commitment to high quality continuing professional development for all staff resulting in sustained and continual improvement and developing a workforce in line with future succession planning needs and talent management.
- High quality support of ITT in order to ensure outstanding future teachers and leaders
- Safe schools with fair access
- Affordability and value for money.



General Principles

All schools within the Trust maintain and develop Trust wide school improvement programmes to support staff and governors in raising achievement for all pupils. The Trust will achieve this by:

- Ensuring effective governance together with ambitious and determined leadership, securing the best outcomes for our academy communities.
- Creating, maintaining and fostering effective relationships between academies and the Trust, valuing committed, reflective, positive staff who challenge themselves to be creative and take risks enabling outstanding performance.
- Ensuring a school led system leadership model is the driver for constructing sustainable school improvement, for sharing good practice and accountability.
- In partnership with academies ensure a proactive approach to eliminate potential risks and commission bespoke support programmes to prevent schools becoming a cause for concern.
- Support schools in the provision for disadvantaged pupils and vulnerable learners within the schools and across the Trust.
- Promote a shared responsibility for behaviour for learning and attendance.
- Ensure equal opportunity across the Trust as a whole. Aiming to eliminate discrimination through effective policy and practice.

High-Quality & Inclusive Education

Archbishop Temple Trust is committed to establishing and maintaining a motivating, aspirational culture in all schools so that pupils can realise their true potential. Leaders at all levels have the highest ambition for all pupils, but particularly those that have already faced significant challenge in their young lives. Children with SEND, or who are disadvantaged, need passionate advocates to support them on their journey to be successful and happy individuals at our schools. All schools within the Trust have an ambitious, broad, well-sequenced and knowledge rich curricular. Children in our schools access a wealth of opportunity including taking part in sport, music and cultural opportunities that support the holistic development of the child and prepares them for life in modern Britain.

Collaboration

Archbishop Temple Trust truly values the importance of collaboration across the system. Leaders at all levels benefit from the opportunity to work and learn from others. We have developed a Trust wide collaboration calendar that plans opportunities for professionals to meet, discuss relevant research, good practice and developments in their subject or aspect. Many meetings are chaired by lead practitioners who report back to central team and liaise closely with outcomes. See Appendix 1 for a sample.

Talent Management

Planning for the recruitment, development and retention of school leaders is essential.

The main challenges of talent management in schools and academies are:

- a pattern of increasing headteacher retirements
- a shortage of aspiring heads in certain school phases and sectors, for example, in primary, faith and special schools
- continued underrepresentation in headship of women and those from black or minority ethnic backgrounds
- unpredictability over headship aspiration and early retirement behaviour as policy and pensions change
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As a Trust, we seek out talent and nurture leaders of the future. We offer pathways for a wide variety of roles so that we can secure the leaders of tomorrow.

When identifying leaders of the future we consider a wide variety of skill sets including:

- outstanding classroom practice
- resilience, and the ability to bounce back from set-backs and day-to-day challenges
- the ability to influence colleagues and use their insight to see things from different angles
- the courage to take risks and to learn from the outcomes
- having a good work-life balance, with opportunities to develop as an individual
- the ability to work beyond a comfort zone
- being optimistic and having a positive outlook

See Appendix 2 for some examples of pathways.

Early Career Teachers

Archbishop Temple Trust works in partnership with Star Institute to deliver a thorough and rigorous induction programme to support ECTs. All schools in the Trust have had training on being the school's induction mentor and leaders within the Trust conduct the role of induction tutor. The ECF is a valuable tool with a wealth of research and knowledge underpinning the framework.

The use of External Validation

At Archbishop Temple Trust, we value the perspective and expertise of high-quality external validation. All schools in the Trust have external validation obtained through a reputable educational consultancy agency. The Trust continues to deliver its own school improvement and validates leader's judgements, however to assure Trustees that these are accurate an additional layer of reporting is in place through the use of a consultant. A prerequisite from the Trust is that all external validation will be undertaken by a serving Ofsted inspector. We work with this consultant for a period of no more than 3 years and then renew with another inspector to gain further perspective and insight.

Lead Practitioners

Within Archbishop Temple Trust, we have built the capacity of school improvement over time, by identifying exceptional leaders who model excellent practice, share their skills and experience willingly with other teachers. With the Trust there are leaders who are skilled in supporting others in the following areas:

- EYFS
- Phonics (RWI/Letters & sounds equivalent)
- Year 2
- Curriculum development
- Assessment
- English
- Mathematics
- R.E./SIAMs
- Year 6
- Safeguarding
- Attendance
- Behaviour

These leaders have a proven track record in their field and have experience of supporting others in improvement.

Categorisation of Schools

Through rigorous due diligence, schools entering the Trust will be categorised depending on the level of support and capacity for improvement they have.

Trust Category	Criteria
Core	Capacity to improve own and other schools. Last inspection: Good+ Stable leadership
Specific	Sufficient capacity to improve own school with some school improvement support. Last inspection: Good
Focussed	Insufficient capacity to improve school without direct support Last inspection report: RI/Good Unstable leadership

All schools in the Trust will receive the 'core offer'; this provision will be bespoke depending on requirements of the school.

- The frequency of visits will vary and depend mainly on the category of the individual school and the ability 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 and agreed upon.
- *Evidence from each visit will be recorded in Monitoring Visit Proforma (e.g. Snapshot NOV).*

Core Offer:



Any additional support will be beyond the core offer and subject to discussion and negotiation.

Focused Offer:



Overview of Roles and Responsibility

Headteacher and Local Governing Boards

- Headteachers are responsible for providing high quality leadership for their school and for working in line with the national standards for Teachers and Headteachers.
- Each academy also has a Local Governing Board (LGB) who have delegated responsibilities in relation to monitoring, holding the school to account regarding the standards and ongoing school improvement

The Archbishop Temple Multi Academy Trust

The Trust 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 Headteachers and Local Governing Boards in relation to their delegated roles and responsibilities.

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

In response to this, the Trust has a duty to:

- Carry out regular reviews of data for all Trust schools and ensuring swift action in relation to any areas of concern
- Oversee the outcomes of recent Ofsted Inspections, external LP visits and Teaching and Learning reviews.
- Work with individual schools to identify/ agree risks or priorities for development and monitoring the impact of the action taken with the support of the CEO and SID.
- Identify and agree relevant support and intervention for individual schools requiring 'school-to-school support' in order to bring about rapid and sustained improvement
- Work with individual schools with short term challenges or in areas which put them at risk
- Provide outstanding CPD and Leadership Development opportunities to ensure continual capacity building and talent management

In order to meet these commitments to all of the schools the School Improvement Team within the Trust includes both the CEO and SID.

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 ability to self-improve or through relevant support and intervention.

The Chief Executive Officer

The CEO has overall responsibility:

- for ensuring all schools in the Trust improve year-on-year and that the overall targets for the Trust and individual academies are achieved.
- for the Performance Management of Headteachers and Central Team, and in response to this has a key responsibility to ensure that the Trust has high quality and effective leaders who are responsible for driving school improvement.

The School Improvement Director

The SID has overall responsibility for;

- 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.

System Leaders – Lead Practitioners

The Trust is committed to a school-led-system, and 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 School Improvement Director and the relevant school and for reporting back the impact of their support.

Executive Principals

As the Trust grows, it is expected that the role of Executive Head teachers within the Trust will also extend.

This role will be linked across identified vulnerable schools but it is intended in the future that Executive Principals will take responsibility for school improvement in a cluster/hub of academies being held to account by the School Improvement Director.

The Archbishop Temple Multi Academy Trustees

The Trustees are responsible for:

- holding the Trust leaders and central team to account in relation to Trust compliance in relation to statutory and legislative requirements.
- ensuring standards in all Trust schools are improving year on year
- overall decision making in relation to the Trust and inline with Local Governing Boards (LGB) Scheme of Delegation.
- holding the Trust and central team to account for ensuring all Trust schools improve to become good or better schools, with many striving for outstanding, so that the very best is achieved for all children within the Trust.

External Partners

The Trust will work with the Diocese and Regional Schools Commissioners (RSC) to promote and monitor academies in line with national agendas.

The Trust will ensure compliance with the Education & Skills Funding Agency (ESFA) and is responsible for funding arrangements in relation to learners.

In addition to this, Local Authorities maintain a central responsibility for SEN and Safeguarding in relation to all schools in the Local Authority Area.

The Trust values external validation through brokering high quality professional educational support agencies and is part of the core offer.



Appendix 1 – example of collaboration calendar

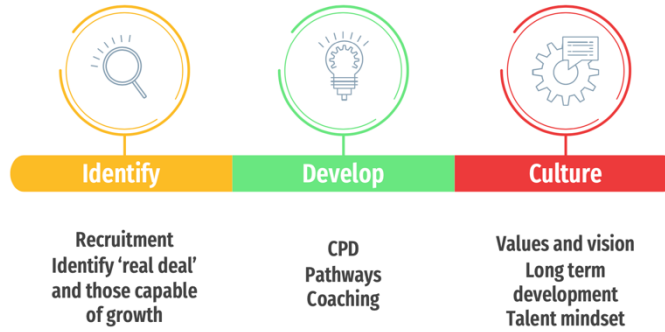


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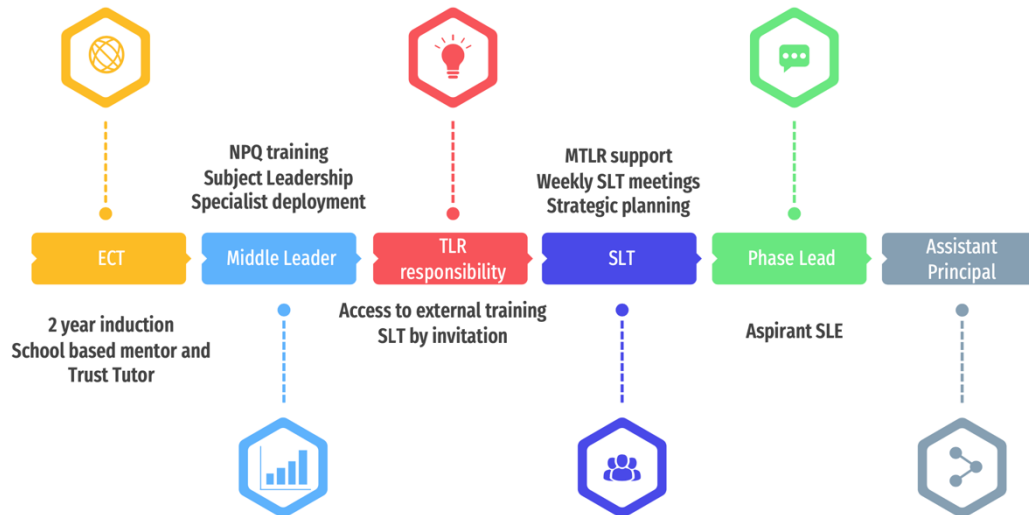
Trust Collaborations Calendar – Autumn Term

Date	Timing	Activity	Team	Mode
TBC	After school	Subject leader development - DT	NP/VP/Curric leads & sub leads	Virtual
TBC	½ day	Behaviour leads	Heads & behaviour leads	F2F
TBC	½ day	Attendance leads	Heads & attendance leads	F2F
TBC	½ day	Safeguarding leads	JP/Heads & safeguarding teams	F2F
TBC	After school	Subject leader development - DT	NP/VP/Curric leads & sub leads	Virtual
TBC	AM	Chairs Briefing	JP/NP/JW/CoT & CoGs	F2F
TBC	After school	ECTs development	VP & ECTs	F2F
TBC	After school	Subject leader development - DT	NP/VP/Curric leads & sub leads	Virtual
TBC	After school	Curriculum leads	NP/VP & Curric leads	Virtual
TBC	½ day	Mathematics	Maths leads	F2F
TBC	½ day	English	English leads	F2F
TBC	½ day	EYFS	Early years leads	F2F
TBC	½ day	Y2	Y2 teachers	F2F
TBC	½ day	Y6	Y6 teachers	F2F
TBC	½ day	SENDCO	SENDCOs	F2F
TBC	Fortnightly	Central team	Central team	F2F/ Virtual
TBC	AM	Strategy Review	JP/NP/VP & heads	F2F
TBC	Fortnightly	Heads Together	Central team, heads & deputies if available.	Virtual
TBC	Half termly	IRC	RP/NP/JW/ heads & site managers	Virtual

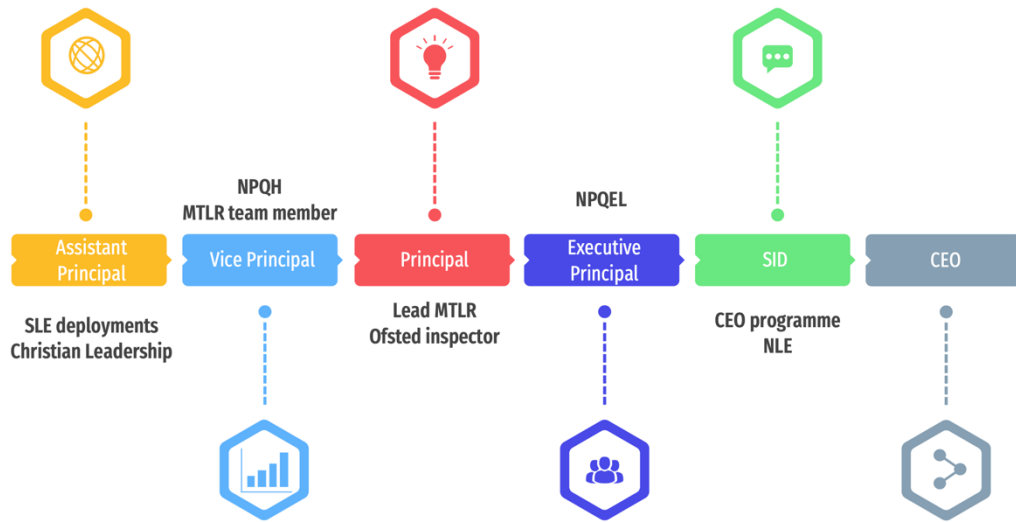
Talent Strategy



Teaching Staff Pathway



Leadership Pathway



Executive Principal

