



**Kings  
Academy Trust**

Believe • Achieve • Succeed

# School Improvement Strategy

Kings Academy Trust

2023- 2028

## School Improvement Strategy 2023-28



### Pupil Outcomes

#### Key Priorities

- To improve the overall achievement of students within KAT
- To increase and sustain the number of schools within KAT that are assessed as good or outstanding
- Support and challenge schools to improve in the shortest possible time
- To diminish the gap between vulnerable student groups, ensuring their achievement is at least comparable to other students nationally
- To ensure that all children within KAT experience an equally high education

#### In order to achieve these priorities, we will:

- Deliver high quality challenge and support to leaders at all levels
- Develop robust and challenging performance and monitoring systems that are understood and driven by school leaders
- Provide access to good quality learning partnerships across our schools, Generate & Behaviour Hub
- Develop system led improvement that promotes collaboration

# Leadership

## 1. Trust

The Trust has the dual responsibility of building strategies to deliver great outcomes for children alongside developing the culture of accountability that is necessary across the organisation. Much of this work is conducted through the officers of the MAT, and the CEO, who the Trust will hold to account.

### **Key Priorities**

- 1.1 To ensure that our school improvement model benefits every type of school and that it develops and improves the workforce, builds succession and enables the strongest teachers and leaders to influence the outcomes for more children so that schools can improve quickly
- 1.2 To enable the Trust, Governors and Leaders to come together and take responsibility to provide a better education in their community, rather than just in their individual schools, supported by a common guiding principle
- 1.3 To facilitate the sharing of effective practice across a group of schools, so that when a particular approach has been shown to work, it can be implemented across KAT
- 1.4 To ensure no school is left behind
- 1.5 To extend the reach of great leaders and governors, at all levels, to support and develop teachers across a wider group of schools
- 1.6 To produce a pipeline of future leaders by enabling a greater array of middle leadership positions and opportunities
- 1.7 To facilitate the recruitment and retention of staff
- 1.8 To generate economies of scale, cost efficiency commissioning and purchasing of goods and services or facilitating the development of in-house services for schools across KAT in order to allow more teachers and leaders to focus on what they do best; great teaching
- 1.9 To ensure that there is sufficient capacity for sustainable growth and that children already being educated by the Trust can continue to receive their entitlement to a good education when new schools join
- 1.10 To ensure that the KAT's operational and governance structures are relevant and reflect not just the MAT we currently are but also the MAT we will become in the future
- 1.11 To ensure the Trust regularly evaluates its own effectiveness particularly at growth points, including commissioning periodic external reviews of its effectiveness
- 1.12 To ensure management information is received in a standardised and easily accessible format which enables the comparison of school performance across the MAT

## 2. Governance

Effective governance is crucial to KAT's success. It provides confident, strategic leadership to schools and creates robust accountability, oversight and assurance for our educational and financial performance.

### Key Priorities

- 2.1 To provide strategic leadership that champions the Trust's guiding principles, core values and strategic approach
- 2.2 To have accountability which drives up educational standards, financial performance and effectively manages risk
- 2.3 To ensure the skills required for governance are identified explicitly and set out in role specifications that inform recruitment and appointment of the right people with the right skills, experience, qualities and capacity
- 2.4 To promote the importance of professional development for Governors, ensuring that they are inducted to their role and undertake training to continue to develop their skills
- 2.5 To provide structure which reinforces clearly defined roles and responsibilities
- 2.6 To provide compliance with statutory and contractual requirements
- 2.7 To ensure it is evaluative, by monitoring and improving the impact of governance through effective use of both internal and external reviews

## 3. School Leaders

School Leadership is crucial to achieve the vision that every child will receive an exceptional education.

### Key Priorities

- 3.1 Responsibility for school improvement within their individual schools and accountability to the CEO
- 3.2 To provide effective leadership to improve and generate outstanding teaching and learning
- 3.3 To implement regular and rigorous staff appraisal, in order to secure high quality teaching and learning leading to effective pupil progress over time
- 3.4 Accountability for the educational performance of the school, ensuring good or better outcomes for all children and to ensure that there is no gap between the children entitled to PP funding and other children nationally

- 3.5 Ensure that self-evaluation is accurate and is monitored regularly.
- 3.6 Ensure that data is collected, analysed and used effectively to support pupil progress and outcomes
- 3.7 To ensure there are effective and meaningful arrangements in place to engage with, and seek views and feedback from parents and the wider community

## 4. Community Engagement

Parents and the wider community have a pivotal role in supporting and encouraging aspirations for children, working in partnership with the school. The schools need to ensure that all members of the community are supported in taking an active involvement in the educational offer and the subsequent supporting services.

### Key Priorities

- 4.1 To encourage parents/carers and the wider community to have high aspirations for children and the school
- 4.2 To support parents with resources to support their child's learning
- 4.3 To develop a positive partnership so parents/carers respond positively to requests from school to support their child both in and out of school
- 4.4 To encourage parental and community interest across the KAT, to share with them the core values, guiding principles and the MAT's ambitions as a whole

## 5. Teaching and Learning

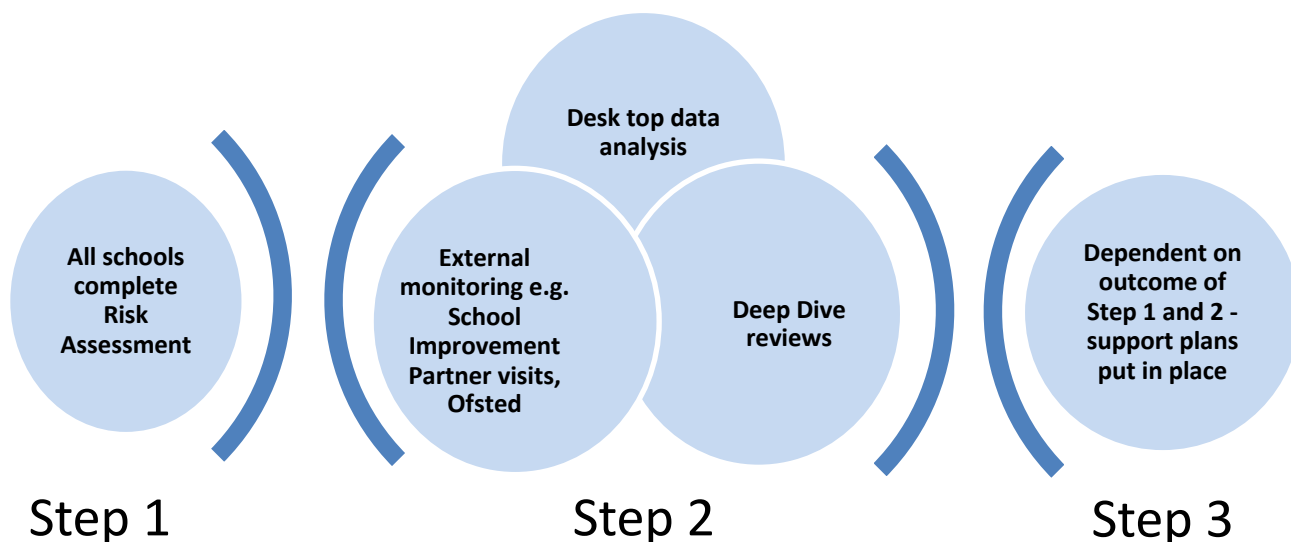
Our guiding principle is to be ambitious for all our children, to achieve high standards through high quality teaching and learning. Where teaching is less than good or outstanding, it is important teachers are challenged and supported through effective CPD.

### Key Priorities

- 5.5 Ensure all staff in our schools share the corporate responsibility for raising aspirations, sustaining and improving pupil outcomes
- 5.6 Ensure all teachers aspire to provide high quality teaching as standard, to facilitate effective learning
- 5.7 Create an environment where all teachers are open to challenge and innovation

5.8 Ensure all staff across KAT take responsibility to contribute to the quality learning partnership across the MAT and through Generate and Behaviour Hub

## Monitoring and Improvement



### MAT Early Intervention Package

This is designed for a school hitting a trigger in red or amber on the KAT Risk Assessment and relates to the core offer of the School Improvement Package. If all or most triggers are hit the offer will be the School Improvement package core offer. This will be at the discretion of the CEO.

### Four Stage Improvement Model

If a school falls into an Ofsted category of Inadequate or Ri, the four stage improvement model below will be invoked.

Phase	Stage of school improvement journey	Key leadership qualities
<b>Phase 1 Stabilise</b>	<ul style="list-style-type: none"> <li>School requires significant improvement</li> <li>No clear underpinning for the future</li> </ul>	<ul style="list-style-type: none"> <li>Calm and reassuring leadership</li> <li>Focusing on urgent priorities</li> <li>Ensuring team member have the right jobs</li> <li>High visibility</li> </ul>
<b>Phase 2 Repair</b>	<ul style="list-style-type: none"> <li>Establishing more control</li> <li>Reactive decision making</li> <li>Make the school feel more like a regular school</li> </ul>	<ul style="list-style-type: none"> <li>Embedding early improvements</li> <li>Building a medium term plan</li> <li>Retaining visibility, but increasing focus on quality assurance</li> </ul>
<b>Phase 3 Improve</b>	<ul style="list-style-type: none"> <li>More proactive leadership</li> <li>Embedding strategies</li> <li>Improving outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring and tracking performance is key</li> <li>Shifting from management to leadership</li> <li>Increasing benefits from collaboration</li> </ul>
<b>Phase 4 Sustain</b>	<ul style="list-style-type: none"> <li>Confidence in performance</li> <li>Increase innovation in delivery</li> </ul>	<ul style="list-style-type: none"> <li>Securing excellence</li> <li>Looking to lead collaboration</li> <li>Increasing focus on 3-5 year planning</li> </ul>

# MAT Summary Risk Assessment

Schools will fall into one of three categories following completion of the risk assessment (Appendix 1). The corresponding early intervention package will be put into action.

## Criteria for Category of Schools

## KAT Early Intervention package

- Vast majority of pupils making expected progress of above
- Attainment is inline or above national averages
- PP pupil progress is inline or above National averages
- School Development plan reflects the performance priorities of the school and Trust Improvement Plan
- Self-evaluation is accurate and monitoring processes are robust
- Teaching and Learning is at least good or better across the schools with no teaching identified as inadequate
- Evidence that governors perform roles well
- Website is compliant
- Working within financial footprint

Self-sustaining

- Termly challenge meetings with CEO.
- Deep Dive subject review cycle
- SIP termly reviews
- Estates compliance checks
- Finance termly reviews
- Governance review

- Progress is just below national averages
- Attainment is at floor but no less
- Pupils in receipt of PP are below national averages
- There is performance variation for vulnerable groups year on year and is in line or below national averages
- There is capacity to improve but impact is variable from year to year on pupil outcomes
- Changes in leadership team
- Self-evaluation, Deep Dives and monitoring processes in place but impact is limited resulting in year on year variation in pupil outcomes
- Quality of Teaching and Learning is not inadequate but not yet consistently good in all key stages
- LGC do not always hold leaders to account of pupil outcomes
- Website has minor issues
- Minimal risk of deficit
- Ofsted judgement is good however monitoring indicates RI or below

Cause for concern

- Support plan discussed with CEO in half termly meeting
- Brokerage of support from Trust
- Leadership support brokered for either Executive HT, System Leader or NLG
- weekly monitoring by leadership

- Progress overall is well below national averages
- Attainment is well below floor targets
- Pupil premium pupils progress is below national averages
- Vulnerable pupils attainment is inconsistent
- Significant change in leadership
- Capacity for improvement is inconsistent
- Self-evaluation and monitoring are not rigorous or accurate
- Non-compliance with academy financial regulations
- No LGC action plan, no self-audit/ reflection is in place
- Website not compliant
- Quality of Teaching and Learning requires improvement.
- Ofsted judgement is Grade 3 or below

At Risk

- Intense support plan monitored by chairs of governance scrutiny group with Mat representative fortnightly
- Brokerage of support through KAT schools & appointment of Executive Head time (sponsor schools joining at RI or less will automatically have exec HT oversight)
- Leadership support by identified NLE, Exec HT or NLG
- Weekly monitoring by leadership



# School Improvement Package

Core Support	Leadership/Included in Cycle	Teaching and Learning	Pupil Outcomes	Focus
<b>Outstanding Good Schools</b>	<ul style="list-style-type: none"> <li>• Deep Dive subject cycle 18 months 12 subjects</li> <li>• Upon request NLE days/ NLG support days</li> <li>• 3 visits x1 per term School development partner</li> <li>• PM targets set reflecting CEO PM and Trust priorities</li> <li>• Website review on statutory requirements</li> <li>• CP review</li> <li>• Financial health check</li> <li>• Estates management</li> <li>• Annual Behaviour review toolkit Self evaluation</li> <li>• Termly CEO challenge meeting</li> <li>• Send/ Safeguarding and Pupil premium Annual review</li> </ul>	<ul style="list-style-type: none"> <li>• System Leader support upon request Teaching and Learning reviews</li> <li>• Deep Dives X3 subjects review per term</li> <li>• Themed standardisation meetings for RWM termly (core + foundation)</li> <li>• Curriculum planning centrally produced and reviewed</li> <li>• Termly SIP review</li> <li>• Head Teacher peer review group half termly</li> <li>• Subject peer review group</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school data analysis review current year and 3 year trend</li> <li>• Access to data analyst for internal tracking and trend identification</li> <li>• Review attendance</li> <li>• Management information systems centrally produced</li> </ul>	<ul style="list-style-type: none"> <li>• Depending on need</li> <li>• Professional conversation self-evaluation</li> <li>• Coaching and support for HT</li> </ul>
<b>Requires Improvement</b>	<ul style="list-style-type: none"> <li>• Executive HT support</li> <li>• 6 days per year or 12 half days.</li> <li>• Support plan / termly action plans in place.</li> <li>• Deep Dives subject reviews review 2 per term</li> <li>• CEO half termly challenge meeting with Exec HT</li> <li>• PM Targets set with CEO / Exec HT</li> <li>• Website review statutory requirements</li> <li>• Finance, safeguarding and estates review</li> <li>• Pupil Premium and SEND review</li> <li>• Annual Review behaviour review.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly teaching and learning review (learning walk / book scrutiny)</li> <li>• Brokerage CPD specialist support to identified needs targeting T&amp;L and core subjects in first instance</li> <li>• Whole school curriculum review reading, writing and mathematics</li> <li>• Review personal development curriculum</li> <li>• Head Teacher peer review group half termly</li> <li>• Subject peer review group</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school data analysis review current year and 3 year trend</li> <li>• Review attendance</li> <li>• Leadership data analysis training</li> <li>• Assessment and tracking review</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and Learning</li> <li>• Reading</li> <li>• Mathematics</li> <li>• Writing</li> <li>• Data review</li> <li>• Work force reform strategies</li> </ul>
<b>Inadequate category Serious Weakness Special Measures</b>	<ul style="list-style-type: none"> <li>• Deployment Executive HT 3+ days per week</li> <li>• Implement Four- Stage improvement Model</li> <li>• Governance review NLG</li> <li>• Intensive support plan monitored by Exec HT / CEO</li> <li>• 3 visits x1 per term School development partner</li> <li>• Introduce Deep Dives subject reviews as curriculum subjects planning introduced</li> <li>• PM targets set for leadership with CEO / Exec HT</li> <li>• Review of leadership structures</li> <li>• Review of staffing structures</li> <li>• Finance, safeguarding and estates review</li> <li>• Pupil Premium and SEND review</li> <li>• 2 behaviour reviews (Sept/ July) toolkit – request to Hub staff</li> <li>• Termly CEO challenge meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly teaching and learning review (learning walk/ book scrutiny)</li> <li>• Monthly Governance scrutiny committee</li> <li>• Brokerage CPD specialist support to identified needs targeting T&amp;L and core subjects in first instance</li> <li>• Whole school curriculum review reading, writing and mathematics</li> <li>• Review personal development curriculum</li> <li>• Head Teacher peer review group half termly</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school data analysis review current year and 3 year trend</li> <li>• Review attendance</li> <li>• Leadership data analysis training</li> <li>• Assessment and tracking review</li> </ul>	<ul style="list-style-type: none"> <li>• Support for monitoring Teaching and Learning</li> <li>• Quality assurance of judgements</li> <li>• Reviews of school data and pupil progress</li> <li>• Reviewing and updating SEF</li> <li>• Support for OFSTED preparation</li> <li>• Brokering of support for school improvement in key areas</li> </ul>

- Subject peer review group

## Additional Support Available

If required, schools within the MAT are able to purchase additional support from experts in a variety of areas. This support can also be offered to schools outside of the MAT as part of a traded service.

Effectiveness of Leadership and Management	Pupil Outcomes	Teaching and Leadership
<p>Developing whole school values and ethos</p> <p><b>School Improvement Planning</b></p> <ul style="list-style-type: none"> <li>• CEO Amanda Nicholson NLE</li> <li>• Exec HT's</li> </ul> <p><b>Curriculum Development</b></p> <ul style="list-style-type: none"> <li>• Directors of T&amp;L &amp; curriculum group lead</li> </ul> <p><b>Whole School Self Evaluation</b></p> <ul style="list-style-type: none"> <li>• Amanda Nicholson</li> <li>• Amanda Ellis</li> <li>• Catherine McLaughlin</li> </ul> <p><b>Governance Development</b></p> <ul style="list-style-type: none"> <li>• NLG Carsten Kressel</li> </ul> <p><b>Senior and Middle Leadership Development</b></p> <ul style="list-style-type: none"> <li>• Teaching School Hub NPQ's</li> </ul> <p><b>Behaviour Development</b></p> <ul style="list-style-type: none"> <li>• David Donnelly</li> <li>• Michelle Navin</li> </ul>	<p><b>Pupil Premium, SEND, Attendance &amp; Safeguarding Reviews</b></p> <ul style="list-style-type: none"> <li>• Jake Bower</li> <li>• David Donnelly</li> <li>• Michelle Navin</li> </ul> <p><b>Data Reviews</b></p> <ul style="list-style-type: none"> <li>• John Proctor</li> </ul> <p><b>Website Reviews</b></p> <ul style="list-style-type: none"> <li>• Jeff Marshall</li> </ul>	<p><b>Improving teaching and learning:</b></p> <ul style="list-style-type: none"> <li>• Amanda Nicholson</li> </ul> <p><b>EYFS Development</b></p> <ul style="list-style-type: none"> <li>• Allan Torr</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Amanda Ellis</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Catherine McLaughlin</li> </ul> <p><b>Foundation Subjects</b></p> <ul style="list-style-type: none"> <li>• Darren Jones</li> </ul>

## Cost of System Leadership

NLE: £495

NLG: £495

LLE: £395

Senior Leader: £295

SLE: £350

## Appendix 1: Strategic School Evaluation Tool for Risk Assessment

Attainment		Comparison to National	No concern ARE is inline (within 5pp) or above National for most current year	Concern ARE is below National by between 5pp and 10pp for most current year	High Concern ARE is below National more than 10pp for most current year
<b>GLD in EYFS</b>					
<b>Phonics check</b>					
KS1	R				
	W				
	M				
KS2	R				
	W				
	M				
<b>Comparison to last year</b>			No concern ARE is inline with or above previous year's results	Concern ARE has dropped by between 5pp and 10pp on last year	High Concern ARE has dropped by more than 10pp on last year
KS1	R				
	W				
	M				
KS2	R				
	W				
	M				
<b>Comparison to National over 3 years</b>			No concern ARE is inline or above National over 3 years	Concern ARE is below National by between 5pp and 10pp over 3 years or is variable	High Concern ARE is below National more than 10pp over 3 years
KS1	R				
	W				
	M				
KS2	R				
	W				
	M				
<b>Pupil Premium compared to National Non PP – current yr</b>			No concern ARE for PP Pupils is inline or above National Non PP for most current year	Concern ARE for PP Pupils is below National Non PP by between 5pp and 10pp for most current year	High Concern ARE for PP Pupils is below National Non PP more than 10pp for most current year
<b>Phonics</b>					
KS2	R				
	W				
	M				

<b>Pupil Premium compared to National Non PP – 3 yr trend</b>		<b>No concern</b> ARE for PP pupils is inline or above National Non PP over 3 years	<b>Concern</b> ARE for PP pupils is below National Non PP between 5pp and 10pp over 3 years	<b>High Concern</b> ARE for PP pupils is below National Non PP more than 10pp over 3 years
<b>KS2</b>	R			
	W			
	M			
<b>Groups compared to National</b>		<b>No concern</b> The majority of pupil groups are achieving as well as other groups national	<b>Concern</b> <b>Some</b> pupil groups are achieving as well as other groups nationally	<b>High Concern</b> <b>The majority</b> of pupil groups are not achieving as well as other groups nationally
<b>KS2</b>	R			
	W			
	M			

<b>Progress</b>	<b>Progress for current year</b>	<b>No concern</b> Progress measures are above +1.0 for most current year	<b>Concern</b> Progress measures are within the range -1.0 - +0.99 for current year	<b>High Concern</b> Progress measures for PP pupils are below -1.0 for most current year
	R			
	W			
	M			
	<b>Progress over 3 years</b>	<b>No concern</b> Progress measures are above +1.0 over 3 years	<b>Concern</b> Progress measures are within the range -1.0 - +0.99 over 3 years	<b>High Concern</b> Progress measures for PP pupils are below -1.0 over 3 years
	R			
	W			
	M			
	<b>Current progress for PP pupils</b>	<b>No concern</b> Progress measures for PP pupils are above +1.0 for most current year	<b>Concern</b> Progress measures for PP pupils are within the range -1.0 - +0.99 for current year	<b>High Concern</b> Progress measures for PP pupils are below -1.0 for most current year
	R			
	W			
	M			
	<b>PP Progress over 3 years</b>	<b>No concern</b> Progress measures for PP pupils are over +1.0 over 3 years	<b>Concern</b> Progress measures for PP Pupils are within the range -1.0 - +0.99 over 3 years	<b>High Concern</b> Progress measures for PP pupils are below -1.0 over 3 years
	R			
	W			
	M			

<b>Attainment – In year tracking targets</b>	<b>Targets compared to National average</b>	<b>No concern</b> All subjects inline with or significantly above National	<b>Concern</b> 1 or more subjects between 5pp and 10pp below National average	<b>High Concern</b> 1 or more subjects more than 10pp below National average
	Reception			
	Y2			
	Y6			
	<b>Targets against previous years cohort</b>	<b>No concern</b> All subjects inline with or significantly above previous years cohort	<b>Concern</b> 1 or more subjects between 5pp and 10pp below previous years cohort	<b>High Concern</b> 1 or more subjects more than 10pp below previous years cohort
	Reception			
	Y1			
	Y2			
	Y3			
	Y4			
	Y5			
	Y6			
	<b>Current performance against previous years cohort</b>	<b>No concern</b> All subjects inline with or significantly above previous years cohort at this point in year	<b>Concern</b> 1 or more subjects between 5pp and 10pp below previous years cohort at this point in year	<b>High Concern</b> 1 or more subjects more than 10pp below previous years cohort at this point in year
	Reception			
	Y1			
	Y2			
Y3				
Y4				
Y5				
Y6				

<b>Progress – In year tracking</b>	<b>Progress compared to previous year</b>	<b>No concern</b> All subjects progress scores inline with or better than previous year (at same point)	<b>Concern</b> 1 or more subjects slightly below last year (at the same point)	<b>High Concern</b> 1 or more subjects significantly below last year (at the same point)
	Reception			
	Y1			
	Y2			
	Y4			

	Y5			
	Y6			

School	No Concern	Concern	High Concern
<b>Leadership and Management</b>	SEF judgement accurate externally validated SIP report.	School SEF is not evaluative and there is limited evidence to support some judgements.	School SEF is inaccurate (not based on specific or relevant evidence) SIP disagrees with judgement.
	External SIP reports indicate strong record of improvements over time.	SIP visit recommendations are not always responded to/acted on.	SIP reports indicate no improvements over time from action points raised.
	Senior leaders indicate high levels of self-awareness; High quality accurate documentation, up to date, website published, examples of rapid response to emerging priorities, issues with quick resolutions. Quick acquisition of information from school systems.	Senior leaders demonstrate self-awareness, but not always able to achieve rapid resolution on some issues but can address most areas that need improvement.	Senior leaders need intervention and intensive support; Actions to address priorities / emerging issues have no impact within agreed time scales and interim reports (3 months).
	Senior leaders demonstrate capacity to effect rapid change against identified issues leading to resolution in a timely manner	Senior leaders have made changes in a timely manner to resolve issues but impact is yet to be seen	Senior leaders capacity is limited; not timely; changes made have had limited impact; no awareness of the need for change
	Senior leaders demonstrate sustained support for other schools while sustaining improving out comes form own school.	Some senior leadership deployment in support projects for other schools within the MAT and beyond.	Limited capacity within school to support other school development projects; No external support given for other schools.
	Senior leaders share best practice with MAT schools.	Senior leaders happy to receive information but not always willing to share with MAT schools	Senior leaders are unwilling to work with other MAT schools
	School achieves 3+ external recognition awards /project certification; Eco school, Arts mark, international schools status etc.	2+ Some external project/ school award achievements <b>or</b> School working towards external awards but not achieved currently	No appetite for external project/ school award achievements. Awards lapsed /not renewed or work to explore additional or new awards.
	Evidence that the LGB perform roles well - external validation /SIP /NGL; pupil outcomes are sustained or improving/ dips are effectively reversed.	LGB's do not always hold leaders to account for pupil outcomes ; data in decline 2 yrs/ limited effectiveness / SI plan demonstrating weaknesses/ success criteria and mile stones not specific of measurable.	LGB's not sufficiently informed with skills to hold Senior leadership to account on pupil outcomes 3 year declining trend / quality of teaching / performance management / deployment of resources. Weak SIP, not effective to address issues.
	Evidence that the LGB conduct 3 yr. audit cycle / action plan and act on finding.	LGB action plan not always addressed with effective actions.	No LGB action plan, no reflection or self-audit in place or findings acted on.

School	No Concern	Concern	High Concern
	Minor issues identified and acted upon immediately.	Minor issues raised but not yet addressed within 3 months.	
	Senior leadership is at least good, it ensures that school attainment and progress outcomes are at least good - published data.	Individually some strong leaders but not all are working at a good or outstanding level or new leadership team and not yet secure within new roles	Senior leadership do not have the capacity to make impactful improvements on pupil outcomes and other areas of school provision.
	Middle leaders are clear on roles and responsibilities and can articulate them	Middle leaders are new to role and cannot yet transfer their skill set to their new role to impact on pupil outcomes.	Middle leaders do not have the skill set to make necessary impact on pupil outcomes within their role.
	Performance Management /linked to pay/ under performance identified /addressed effectively; All teaching at least good. NQT's/RQT's operating within NQT standards.	Performance management not consistently delivered at all levels in the school community; The majority of teaching is good with some that is RI (excluding NQT). NO inadequate teaching.	Performance management procedures do not address under performance effectively; pupil outcomes are below ARE; majority of teaching is RI with some that is inadequate.
<b>Comments</b>			

	No concern	Concern	High concern
<b>Ofsted Judgement</b>	School is at least Good in all areas.	Good but currently meets the DFE criteria for coasting.	School is vulnerable to being judged as RI or Inadequate.
<b>Comments</b>			

	No concern	Concern	High concern
<b>Website compliant</b>	Fully compliant website that is regularly updated (2/3 week turn around).	Minor issues raised and dealt with within 1 term.	Not compliant- risk of OFSTED adverse opinion. Public and parental opinion may be adverse.
<b>Comments</b>			

	No concern	Concern	High concern
<b>Finance</b>	Working within financial footprint with minimal /no risk.	Minimal risk to in year deficit but robust plans in place to resolve.	Non-compliance with academies financial policy.
	Audit identifies low risk.	Audit identifies medium risk.	Audit identifies high risk.
	Processes are robust, no risk of fraud.	Evidence that processes not always followed but robust remedial action in place quickly to resolve issue.	Evidence or a number of System failures demonstrating a weak culture of financial security.
<b>Comments</b>			

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Estates	Fully compliant	Partially compliant	Not compliant
COSHH: Certificates and Data sheets			
Access (3 objectives see plan agreed HEAT 16th Oct)			
Electrical testing and safety			
Fire risk, testing and safety			
Water: Testing and safety.			
Gas appliances: Testing and safety			
<b>Comments</b>			

	No concern	Concern	High concern
<b>Health and Safety</b>	All records up to date No major issues identified on health and safety reports	Records management is inconsistent and has some inaccuracies that can be quickly rectified. No health and safety reports internally or externally indicates high level risks are not complete or up to date.	Poor quality (missing information dates, admin errors), consistently poor examples of record keeping (more than 3 examples) health and safety risks medium to high not rectified within given time stated or a reasonable timely manner.
	1 or no incidents of policy failures	Complaint analysis shows 2/3 incidents of policy / procedure failures.	Complaint analysis shows 4+ incidents of policy / procedure failures.
<b>Comments</b>			

	No concern	High concern
<b>Safeguarding</b>	Compliant	Not compliant
<b>Comments</b>		



	No concern	Concern	High concern
HR			
Comments			

Stakeholder Engagement	No concern	Concern	High concern
Participation in pupil survey	Over 95% pupils completed the survey	Between 85% - 94% pupils completed the survey	Less than 85% pupils completed the survey
Participation in Better Place to Work survey (Staff)	Over 95% staff completed the survey	Between 85% - 94% staff completed the survey	Less than 85% staff completed the survey
Participation in Parent/ Carer survey	Over 30% parents completed the survey	Between 20% - 29% parents completed the survey	Less than 20% parents completed the survey
Comments			

## Notes

If there are any red categories within Attainment and Progress, then the whole category is **Red**

If there are any **Red** categories within Progress, then the whole category is **Red**.

If there is any **Red** in Finance / Safeguarding, then the whole category is **Red**.

If there is any **Amber** in Attainment, then the whole category is **Amber** (as long as there is no **Red** in the progress category).

## Appendix 2: Year Group Targets Review and Plan

School [insert school name]		2018-2019		2021-2022		National Data	
		%	Target	%	Target	2019	2022
EYFS	GLD						
EYFS FSM/PP	GLD						
Phonics							
Yr2 ARE	Reading						
	Writing						
	Maths						
	RWM						
Yr2 GD	RWM						
PP ARE	RWM						
PP GD	RWM						
Yr6 ARE	Reading						
	Writing						
	Maths						
	Combined						
Yr6 GD	Reading						
	Writing						
	Maths						
	Combined						
PP ARE	RWM						
PP GD	RWM						

**This plan is applicable to all or any schools in the Trust. We have benchmarked our School Improvement Strategy against mainstream Primary Trusts. As well as built on our practice as a National Teaching School supporting mainstream Primary schools moving from requiring improvement to good.**

**On top of this plan, we will also address Primary data by using our Director of Data John Proctor to provide Governors and Trustees with the appropriate information. We have Trustees who are mainstream Primary practitioners who can scrutinise this carefully and intervene. Ambitious targets can be set through our mainstream Primary Executive Headteacher Kerry Hart who is an outstanding practitioner. They will tackle underachievement with the CEO and track progress with our ex HMI Consultant Allan Torr.**

**All of our plans will have the desired effect of driving up school improvement, and all schools will be judged at least good by Ofsted at inspection.**