



2023 – 2024

School Improvement Strategy

Eastern Multi Academy Trust

Empower – Motivate - Aspire - Transform

Our vision for education

All academies provide a high-quality education for every child. They inspire learners with the knowledge, skills and experiences to thrive, to achieve their full potential and make a difference to their lives and communities.

Our strategic aims

<u>Educational outcomes</u>	<u>Continuous improvement</u>	<u>Diversity and inclusion</u>	<u>Quality of education</u>	<u>Best practice</u>	<u>Learning behaviours</u>
Improve and sustain attainment and progress of learners	Supportive challenge driving incremental and system wide improvement	Each learner is recognised, affirmed and matters	Quality first teaching sits at the heart of our approach	Teachers and leaders are nurtured and encouraged to engage with their own professional development	Attendance and attitudes to learning are of the highest standard

How we will achieve our aims

Primary Knowledge Curriculum	Robust analysis of data	Curriculum reviews	Access to subject networks	Trust Expert Practitioner support	Opportunities for quality professional development	Listen to learners & their representatives	Enhance SEND provision	Focus on early reading
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Critical success factors

Quality of education is rated 'Good' or better in all academies	Leadership and management is rated 'Good' or better in all academies	Personal development is rated 'Good' or better in all academies, with safeguarding effective	Behaviour and attitudes is rated 'Good' or better in all academies	Attainment and progress for learners in all academies exceeds national performance in statutory outcomes
Evaluations of curriculum are robust and lead to pedagogical improvements	Professional development and networks have a demonstrable impact on academy and trust performance	Learners with SEND and/or deemed to be disadvantaged achieve at least as well as their peers	Phonics outcomes for all learners to pass the check at the end of Year One	An entitlement to a rich curriculum leads to increased engagement as measured by attendance, pupil voice & rates of exclusion

Supporting the school improvement strategy

Eastern Multi Academy Trust (EMAT) has a clear mission to provide exceptional education for all children in our communities.

Educational Standards - All academies provide a high-quality education for every child, providing them with the knowledge, skills, and experiences to thrive in the future.

Community Engagement - The Trust and its academies are recognised for their contribution to community development and regional educational improvements.

People Development & Wellbeing - All staff are committed to ensuring the wellbeing and educational development of each of its students and colleagues. Engagement is high and every member of staff understands how their role contributes to success.

Operational Excellence – Our academies success is underpinned by an efficient and effective operational structure; processes build resilience and central service provision forms the bedrock that allows our academies to relentlessly focus on raising educational standards.

Governance & Compliance– We play by the rules and influence positive change in the education sector for the benefit of all.



Our Core offer for all academies

- Performance management for all principals
- Annual CPD schedule to include development opportunities for staff and leaders
- Safeguarding audit and network support
- Bespoke SEND support
- School Improvement Director support
- Strategic planning around Trust priorities
- Annual quality of education review
- Termly Challenge & Support meetings
- Self-evaluation review
- Website audit
- Expert Practitioner support for reading, Early Years, maths, curriculum development and disadvantaged learners
- Subject peer reviews
- Primary Knowledge Curriculum resource, training and networks
- Access to subject networks

Central team structure and support

Role	School improvement responsibilities	Trust and strategic responsibilities
Director of Education	Direct line management responsibility for Principals, School Improvement Directors. School improvement quality assurance. Data analysis. Trust accountability.	Co-ordination and impact of school improvement plan. Embedding of priorities through Strategic development plan. Link to Regional and National networks. Accountable to Executive and Trustees
School Improvement Director x 2	Quality of education within academies. Line management responsibility for Expert Practitioners.	Trust wide deployment of bespoke support
Expert Practitioners for: Reading Early Years Disadvantaged Maths Curriculum	School improvement support	Network leader Professional development aligned to speciality
SEND outreach x 1	Bespoke SEND diagnosis, support, training and analysis	Trust wide analysis of SEND

Role of School Improvement Directors – Our School Improvement Directors work under the strategic direction of the Director of Education who is part of the Executive team. They have a clear remit to oversee the quality of education within each of our academies. The School Improvement Directors work across all academies in the Trust, thereby gaining an holistic view of the key priorities, areas of excellence and enabling a strategic approach to supportive challenge, intervention and outcomes. They provide information to the Trust board around the performance of academies and allocate bespoke support where required. In addition, they work with the Director of Education to support strategic plans, self-evaluation and outcomes in our academies.

Role of Expert Practitioners – Our Expert Practitioners have expertise in the key areas of academy improvement – Early Years, reading, maths, disadvantaged learners and curriculum development. They are Trust leads who are deployed to support teachers and leaders and facilitate networks to disseminate great practice.

Role of SEND outreach support – We believe that all learners deserve access to the very best education. Where this requires additional support and resources, our SEND outreach support works with and alongside the academy, parents and learners to provide the appropriate identification and teaching.

Role of Principals – Our Principals are the lead learners in our academies. They engage with professional development opportunities within the Trust and wider afield to support their understanding of pedagogy and deepen their knowledge on how to improve outcomes for all learners. They are directly accountable to the Director of Education for the success of their schools. The Director of Education enables them to author their vision.

Curriculum development – Our Primary Knowledge Curriculum provides an ambitious, and cohesive set of materials for Art, Science Geography, Design and Technology and History. Early Years curriculum materials are also available. This core offer provides a foundation for curriculum content that focuses on connected core concepts and supports progression over time with high ambition. It is clearly sequenced, builds on prior knowledge and is enhanced with our use of Pixl assessment to provide evidence of impact.

Assessment – Assessing the impact of our improvement activity is both formative and summative. Termly updates on key areas are reported to the Executive team and analysis presented to Trustees. We have experts in the use of PiXL who are able to support academies. Crucially, analysis of data is used to enhance supportive challenge in the ongoing cycle of academy improvement.

Teaching School Hub - We are part of the Julian Teaching School Hub, which seeks to unite schools to serve every child, by applying best bets for improving outcomes. The Julian Teaching School Hub works to recruit, train and retain the best educators by providing them with high-quality evidence-informed CPD.

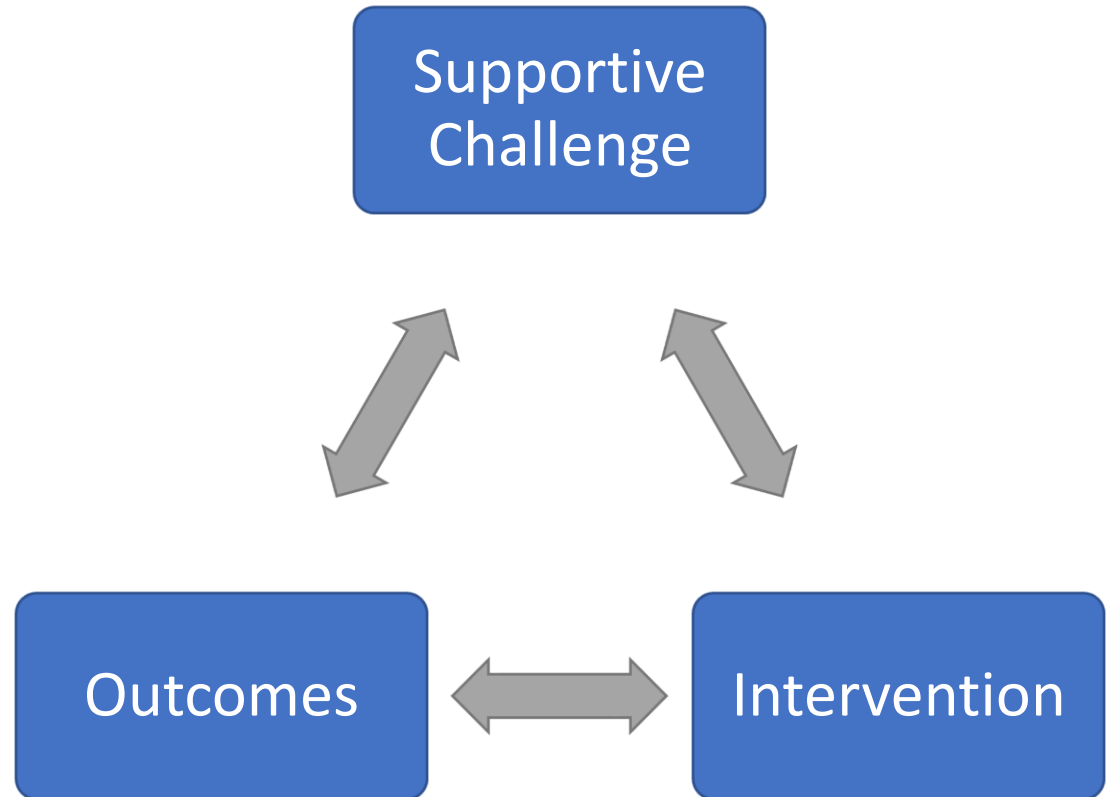
As part of the Julian Teaching School Hub, we work with the region's ITT providers and with national providers of Early Career Teacher and National Professional Qualifications. We do this to ensure that Norfolk schools recruit and retain great educators, who are supported through high-quality professional development throughout their careers.

Engagement with other Trust services – Through regular meetings, HR, finance and operations provide a team around our academies that enables leaders to focus on the quality of education.

Our approach to school improvement

Our improvement strategy is based around the cornerstones of ***Supportive challenge, Intervention*** and ***Outcomes***.

- Our cornerstones are designed to:
- Secure tangible *improvement in outcomes for all children*
- Secure ***strong teaching for all children*** across the curriculum and all key stages
- Develop exceptional learning ***behaviours and environments***
- Develop and ***secure sustainable leadership systems and strong leaders*** at all levels
- Ensure school improvement is supported by ***effective governance***



Supportive Challenge

- Supportive challenge is a process that provides professionally robust and evidenced based solutions to improving outcomes for all learners.
- The challenge comes from a clear understanding of the critical success factors for every academy as agreed in the school improvement strategy.
- The Director of Education and School Improvement Directors have a remit to robustly quality assure the quality of education within each academy.
- Examples of this initial analysis of need include:
 - The challenge conversations are undertaken in a number of ways, including, but not limited to:
 - Termly Challenge & Support meetings led by a School Improvement Director
 - Subsequent Quality Assurance visits to agree and implement plan
 - Full annual academy reviews
 - Subject peer reviews
 - Safeguarding audit
 - Trust Lead support
- Our support package is woven in to the agreed and co-created academy improvement plan.
- The risk assessment process we use is the start point for discussion around the level of support each academy will receive.
- All academies will access a core level of support.
- It is important to recognise that the needs of each academy will vary and the improvement journey is not a linear process; there will be times when an academy needs intensive support, but equally times when less support is required.
- The support programme available to each academy will offer a tailored approach to where they are on their own improvement journey as well as their improvement priority areas.
- These will be aligned with the strategic priorities of the Trust
- Access to quality professional development is key to ensure we become the Trust of choice for current and future leaders.
- Close alignment with the People and Culture strategy and encouragement to undertake professional development is key to ensuring a demonstrable impact on academy and Trust performance.
- Access to our Expert Practitioners is a key additionality for academies . These are exceptional practitioners in the key areas of reading, disadvantaged, maths and curriculum to underpin our strategic aims for learners.
- Support comes in many forms and not simply attendance on training events.
- Our strategy allows us to develop the wider school improvement capacity by utilising the talent within the Trust.
- We will gather information from learners themselves and their representatives as to how their experiences are leading to engagement with the educational provision on offer to ensure their voice is heard.
- It is important that our colleagues see themselves as responsible for the education of all of our children and not simply the children in their school. As a Trust we hold that collective responsibility and all colleagues are expected to sign up to that commitment.

Intervention

- Although we hope it never to be the case, we have to recognise that there may be times when an academy may experience difficulties and their improvement journey stalls or, despite the support put into place, does not make the expected improvements.
- At these times the Trust will actively intervene and the academy will be deemed to be high risk.
- The risk assessment procedure is designed to secure the right support at the right time.
- As well as our core offer, there are additional responses available.
- The programme of support for an academy in intervention will be prescriptive and the academy will receive weekly visits from a senior member of the Education team.
- Key actions will be outlined and a plan agreed, together with the support to be deployed, clear timelines and the outcomes required to secure rapid improvement.
- It may be necessary, to redeploy resources from stronger schools for a limited period of time.
- Stronger academies will be expected to support less secure schools through School-to-School support and/or temporary deployment and sharing of resources.
- Challenge & Support meetings will be half termly for those schools with half termly reporting to the Board of Trustees on progress.
- Action may also include removal of budget responsibilities and the appointment of additional local governors.

Outcomes

Our critical success factors are the key to ensuring exceptional outcomes for all our learners

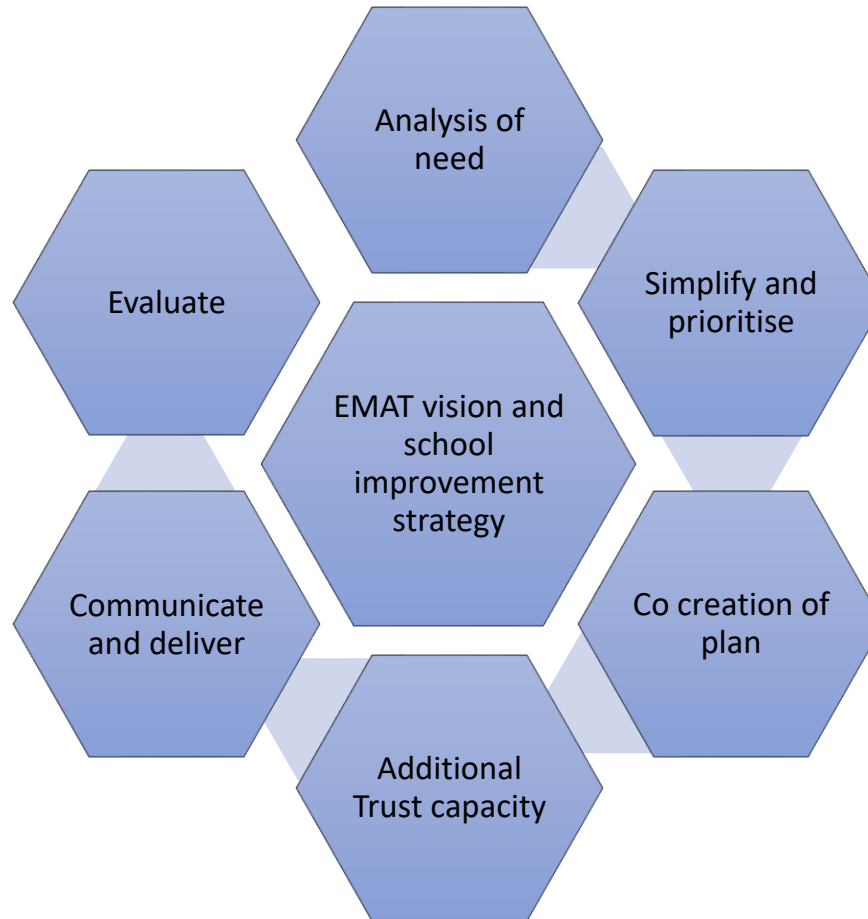
Our improvement activity is designed to ensure:

- Quality of education is rated 'Good' or better in all academies
- Leadership and management is rated 'Good' or better in all academies
- Personal development is rated 'Good' or better in all academies, with safeguarding effective
- Behaviour and attitudes is rated 'Good' or better in all academies
- Attainment and progress for learners in all academies exceeds national performance in statutory outcomes
- Evaluations of curriculum are robust and lead to pedagogical improvements
- Professional development and networks have a demonstrable impact on academy and trust performance
- Learners with SEND and deemed to be disadvantaged achieve at least as well as their peers
- Phonics outcomes aim for all learners to pass the check at the end of Year One
- An entitlement to a rich curriculum leads to increased engagement as measured by attendance, pupil voice & rates of exclusion
- Evaluations of curriculum are robust and lead to pedagogical improvements
- Professional development and networks have a demonstrable impact on

academy and trust performance

- Learners with SEND and deemed to be disadvantaged achieve at least as well as their peers
- Phonics outcomes for all learners to pass the check at the end of Year One
- An entitlement to a rich curriculum leads to increased engagement as measured by attendance, pupil voice & rates of exclusion
- A review of the actions, analysis of outcomes and agreed next steps are crucial to embedding sustained improvement

What does our approach look like for an academy?



Risk assessment

Each academy is risk assessed annually against a series of performance indicators. The process leading to this risk assessment is done with and not to each academy, with the Director of Education having final sign off on the outcome. Ongoing risk assessment continues throughout the year, with the Director of Education reserving the right to amend as necessary. This may be informed from information gathered from the academy, Governors and triangulating information from different sources.

The process uses a range of evidence to inform the outcome which can include, but is not limited to:

- Annual external academy review
- Internal academy/peer review – subject and curriculum specific
- School Improvement Director Notes of Visit and validated SEF judgements
- Risk Register items
- Outcome data (EYFS, Phonics, KS1, Tables Check, KS2, GCSE)
- Attendance data
- Exclusions data
- Financial performance data
- HR data
- Academy Committee SEF
- Compliance/H&S data

Academies are risked as either Low Risk, Medium Risk or High Risk. The Principal and Academy Committee will receive their annual risk assessment outcome from the Education team and this will drive the Core Offer, which outlines the support package available to them, The Core Offer highlights the menu of support available to each risk category.

Risk assessment outcomes will be reported to the Board of Trustees each September and, by exception in each subsequent meeting to ensure oversight and progress.

Accountability and governance

The school improvement strategy is fully aligned to our Trust Strategic Plan.

It is owned by the Director of Education on behalf of Trust Board. Accountability is held at an Executive and Trust Board level. However, we are all accountable to the learners and staff within each and every classroom in our academies. This structure will oversee delivery and monitor performance.

The improvement strategy will be refreshed each year and made available to all staff. Each annual refresh will include any new evidence, progress against what has been achieved against the past year's priorities and outline new deliverables for the forthcoming year.

Our accountability flow is as follows:

