

School Improvement Support

Introduction

Central to our core offer for all schools is our strategic support, challenge, and oversight of school improvement.

School Improvement principles

A core value of Lydiate Learning Trust is to ensure schools “achieve the highest educational outcomes for every learner.” Fundamental to this is a comprehensive, ambitious, and collaborative approach to school improvement. School improvement priorities include:

- Improved academic outcomes for all
- Improved educational provision and opportunity
- Developing outstanding practitioners and sharing good practice

Lydiate Learning Trust recognises that:

All children and young people deserve the best educational provision

- The Trust is accountable for the performance of schools and for ensuring appropriate action is taken to secure improvement where it is required. Therefore, a key responsibility of the Trust is to intervene and support where there is clear evidence of issues of concern and conversely areas of outstanding practice that ought to be acknowledged and celebrated.
- Monitoring and reflection of the performance of all schools is a key element for improvement.

Lydiate Learning Trust will:

Build school self-sufficiency, not dependency in external school improvement support and advice

- Promote and support successful professional learning
- Build a collaborative relationship between the CEO/School Improvement Directors and all schools within our Trust, building positive professional peer-to-peer partnerships with schools within the Trust and beyond.
- Ensure all schools are clear about the accountability process and the focus on achieving improving outcomes for all children.
- Able to develop effective leaders by coaching and capacity building.
- Excellent training helps retain talented staff and succession planning.

Roles, responsibilities, and relationships

Lydiate Learning Trust believes that Trustees, Academy Governance Committee's, CEO/Executive Headteacher, Headteachers all have key roles and responsibilities in leading the school improvement process.

Trustees

The role of Trustees is to act strategically to support raising standards for all children and young people. They are responsible for confirming the strategy for the Trust's school improvement development, through the cycle of annual performance review, self-evaluation, and action planning. Their role is to ensure the probity of financial decisions, and, through their planning, focus the budgetary decisions on improving outcomes for children and young people. They are responsible for holding the CEO to account for the performance all schools across our Trust.

The CEO will determine common systems and procedures for school improvement and will have the autonomy to intervene as appropriate to help improve standards across our Trust.

Director of School Improvement

The role of the Director of School Improvement is to lead, in conjunction with all internal and external partners, on strategic planning of service and policy development, which responds to assessed need and is compliant with national, regional, and local standards.

The key roles of the Improvement Directors are to:

- Ensure that best practice is promoted, developed, and shared in and between all schools
- Provide timely and appropriate intervention to prevent schools falling into an OFSTED category (including RI and special measure) and to respond swiftly to support the recovery of schools that do
- Champion the right of all learners to high quality education and to support and challenge schools in taking responsibility for the improvement of their school
- Provide professional advice, support, and challenge to schools
- Monitor and support the improvement of achievement in schools whose performance causes concern through work with the Headteacher in schools
- Secure high-quality leadership and highly effective school improvement processes.
- Support schools to review and refine their provision to meet the diverse and changing needs of their learners

- Ensure that robust quality assurance process and appropriate levels of support and challenge are provided to all schools
- Support the Executive Headteacher with accurate, timely and appropriate school
- Promote and broker partnerships as a means of securing continuing and sustainable improvement

Self-evaluation

Self-evaluation lies at the heart of both effective school improvement processes and the OFSTED inspection framework. Through a professional dialogue, which provides both support and challenge, the Directors of School Improvement will support school leaders to make accurate judgements about their school, identifying emerging concerns in relation to performance and in establishing an evidence base which supports the school's own evaluation of its performance.

Brokering support

The Directors of School Improvement can draw on local/national intelligence and data sets regarding a wide range of schools, offer constructive and practical support for schools, facilitate introductions and broker support where necessary to respond to the outcomes of self-evaluation. The Directors of School Improvement will also provide access to a range of networks and sources of support and challenge for schools, locally, regionally, and nationally.

Headteachers and School Staff

Given that schools operate within a framework of autonomy with accountability, Headteachers, with other senior leaders, have responsibility for the leadership, direction, and day-to-day management of the school, within the strategic framework set by the Trust. As such the prime responsibility of the Headteacher and staff members of each school is to strive for continuous improvement, in a safe environment, focused on achieving the very best outcomes for pupils.

The Headteacher and senior leaders will support all children, young people, and work to support and monitor the effectiveness of school self-evaluation focusing on key areas of performance: the quality of leadership at all levels including governance, learning and the curriculum, teaching, pupil attainment and achievement, behaviour, safeguarding etc.

Academy Improvement Partners

The Trust employs two Academy Improvement Partners, Ofsted trained, who support the schools with six visits a year to focus on areas of improvement agreed with the Headteachers and Executive Team.