

School Improvement at the Learning Community Trust

"Our vision is to provide an outstanding education for all of our children and young people that prepares them to be successful in all they do both now and in the future."

In order to achieve this vision it is crystal clear that school improvement is the priority of the Learning Community Trust and at the heart of all practice. This passion and determination to provide each student with the best education and pastoral care is the driver within all aspects of our schools.

We know that the Learning Community Trust creates the environment for deep collaboration and a shared strategic vision for our families of schools, enabling clear accountability for pupil outcomes and ensuring that our students are safe and supported. As we work in partnership, our schools can share curriculum expertise and effective teaching practices, we can develop the best teachers and leaders, to deliver the strongest outcomes based on the needs of each individual school.

Our existing schools act as anchors of best practice for those joining our Trust whilst we provide a LCT school improvement package that represents the best structure for school improvement and levelling up of educational standards.

The LCT school improvement and innovation package centres around the following principles:

- To create innovative, compassionate and high performing leadership at all levels from Local Governing Bodies through to middle leadership
- The goal is for every teacher and adult working with our children to be as good as they can be in what they teach and how they support our young people
- To offer a research driven model as the vehicle for teaching and learning advances, recognising that without an improvement in teaching, no improvement can be witnessed in pupil outcomes
- To create strong structures that can facilitate collaboration through high quality professional development.
- To build a sustainable and resilient workforce
- To provide clear staffing structures that drive lines of communication and accountability.
- To support schools outside of our Trust, Local Authorities and wider educational providers by sharing and promoting Trust outstanding practice.

Self-Evaluation and Monitoring

Learning Community Trust

The LCT recognises that without effective self-evaluation how can there be focused and accurate intervention? As a result, the Trust Board has a clear vision and strategy for LCT, this is articulated in two key documents so that all schools understand Trust direction and expectation: -

- LCT Strategy Overview
- Trust Overview

These are reviewed annually with Trustees and Members then shared with our Local Governing Bodies and school leadership.

To deliver the strategy and vision there is an annual LCT Operational Plan which sets out clear targets and workstreams linked to our four strategic objectives and seven key areas of focus. This is reviewed termly by our Business and Personnel Committee and progress reported to the Trust Board.

Individual School/Academy

For each Academy/school in the Trust there are two key documents that Headteachers and Governors are responsible for: -

- The annual Academy Self-Evaluation Form (SEF) – which identifies the strengths of the Academy, linked to Ofsted criteria, and where key judgements are agreed by the CEO and LGB
- The annual Academy Raising Achievement Plan (RAP) – which identifies the key areas for improvement and sets clear targets with timescales and success criteria. Progress towards meeting targets are reviewed by the CEO and the LGB through the regular meeting schedules.

Monitoring and Review Cycles

The Trust believes that regular and sustained accountability monitoring model leads to improved outcomes. In order to know that the schools are focused on agreed areas both the CEO and Executive Principal/SIL play a key role in the monitoring of the 'working and developing' schools. Both the key leaders meet with the Headteachers and key staff weekly, driving a fixed agenda focusing on all aspects of the school

In addition, the following areas are part of the core expectations placed on the school, Governors and the Trust:

- Curriculum walks – to review each schools intent, implementation and impact
- Principal directed focus reviews – Principal to direct Trust to areas that need development/review. The outcome being clear actions embedded back into the RAP
- Trust focused reviews for areas in line with LCT RAP such as literacy and numeracy
- Culture walks will review the wider school such as attendance processes, behavioural approaches
- Governor review visits – identified areas reviewed and evidenced, note of visit presented back to LGB

- Whole school reviews – these will be conducted in line with LCT criteria with formal feedback and action plans.
- Full external visit – Use of specialists to support schools identified by CEO/SIL that need significant support or ratification of Trust led visit judgements

Trust Capacity to support school improvement

The Trust recognises that to deliver high quality support to our schools the LCT team has to be outstanding in their areas of expertise. It is also understood that we need to create capacity for these high performing staff to spend quality time within each school.

Role	Responsibilities
CEO Dr Gill Eatough	<ul style="list-style-type: none"> • Overview of performance of all Academies/schools • In-year data position and progress towards annual targets • LCT grading of Academies/schools • Ofsted position and readiness • Review of key documentation linked to Academy/school improvement – RAP/SEF etc. • Overview of Trust interventions and key priorities for Academies/schools causing concern • QA through Learning Walks and Trust Reviews • Annual cycle of Trust Reviews of LCT academies/schools • Oversight of all LCT academy/school budgets and LCT budget • Budget allocation to support Academy/school improvement • Bidding for additional resources to support Academy/school improvement • External reviews of LCT • Reviews and accountability to RSC WM on LCT Academies
Executive Principal Improvement Lead Paul Roberts	<ul style="list-style-type: none"> • Overview of academy performance (Primary, Secondary, Special) • Ensure RAP/SEF documentation for each academy is of a high standard and meets LCT requirements • Overview of curriculum and staffing • Overview of internal tracking data, identifying priorities with HTs and linked interventions • Oversight of budget and budget position • Supporting capital programmes linked to improving provision Specific support • Mentoring/coaching of new Headteachers • Specific school intervention as directed by the CEO to focus on areas of concern • Leading Trust Reviews of primary, secondary, academies, Special, Alternative provisions • Supporting preparation/readiness for Ofsted Deployment of Directors of Core subjects linked to RAP priorities • Development of Trust T & L team • Due diligence of potential new schools
Improvement Lead (Primary) <small>Commissioned through the STEP teaching School</small>	<ul style="list-style-type: none"> • Overview of primary performance • Overview of internal data and identifying priorities with HTs • QA of primary Academies/schools through LWs and curriculum reviews • Leading/Supporting Trust reviews of our primary academies/schools • Supporting Ofsted readiness • Reviewing RAP and SEF plans termly • Termly reports to CEO identifying strengths and areas of focus
Teaching and Learning Lead James Foster	<ul style="list-style-type: none"> • To support whole Trust development for T & L. This includes support for LCT reviews and monitoring across schools, leading NPQ programmes, planning Trust events and training. Importantly, working with T & L leads to support consistency of approach and share best practice.

<p>Directors of Core Subjects Hilary Hibert: English</p> <p>David Casey: Maths</p> <p>Phillip Roberts: Science</p>	<ul style="list-style-type: none"> • The Trust has appointed outstanding curriculum leaders from within LCT to provide identified support and drive improvements in English, Maths and Science subjects across Secondary and Special/AP.
<p>Trust ECF Lead for Primary and Secondary</p> <p>Samantha Morris</p>	<ul style="list-style-type: none"> • The trust fully understands its duty to provide new teachers into the profession with a high quality support package that offers high quality internal and external CPD and an outstanding T&L support programme. • The package is supported by BEST Practice Network and STEP teaching school to ensure external rigour is evident at all stages
<p>LCT leadership programme</p> <p>Richard Gummery</p>	<ul style="list-style-type: none"> • The role is to identify our potential future leaders and provide bespoke training, research projects and work shadowing to prepare these staff for leadership positions in our schools.
<p>External Professionals</p>	<ul style="list-style-type: none"> • The Trust engages in the use of high quality, vastly experienced external professional to offer CPD and to validate the Trust judgements. Key partners include: Local Authority, Teaching Schools, PiXL, National College
<p>Telford College partnership</p>	<ul style="list-style-type: none"> • The long running and highly effective relationship with Telford college allows seamless curriculum transition. In addition, the additional level 2 English and maths support of our core teams promotes higher level 3 entry. The support of our curriculum delivery through master classes and staff coaching is proving to be a positive method of CPD.

Governance and its role in Academy/School improvement

The Trust Board plays a significant role in school improvement by holding the CEO account for the performance and progress of our Academies/schools.

The Board has several trustees with a wealth of experience in Academies/school improvement, one Trustee has this as a key role on the Board and is involved in Trust interventions in Academies/schools causing concern.

The Board (and Members) receives a full analysis in early October of the performance of each school by the CEO. Each Headteacher attends the October Board meeting to report on their school's headline results, identifies achievements, areas of concern and key areas for improvement.

The CEO reports termly to the Board on progress of each school in terms of internal data and school improvement priorities.

Our **Local Governing Bodies** hold the Headteacher/Principal and SLT to account for individual Academy/school performance through their meeting schedule during the academic year. This is clearly stated in our Scheme of Delegation. Governors are expected, supported by the CEO, to have a clear understanding of the performance annually and to monitor internal data holding the senior team to account. They also track the progress of the RAP and understand the judgements and evidence on the SEF. The Trust provides training for all Governors.

The Chair of the Trust and CEO meet termly with Chairs of Governors to discuss key issues and to support good governance.

The CEO and COO attend LGB meetings if required but also will attend if there are issues to discuss or respond to.

Any concern the Trust might have regarding one of our schools would be raised with the Chair of Governor and Headteacher in the first instances prior to any Trust intervention.

The importance of Collaboration in Effective school improvement

The Trust demands that our schools collaborate and feel that it provides the foundations for creating a best practice environment in all of our academies and young people. We use both formal and informal strategies to develop high quality collaboration and have open and honest communication as the key driver. To allow this to happen the Trust facilitates the following activities:

Primary, Secondary and Special Subject leaders and Leadership Forums

Half termly meetings of primary staff to develop all aspects of the Trust schools. Staff of all levels join working groups from each of the Trust schools to focus on Trust/school areas of development and to showcase strengths. The working groups include:

- All Subjects (Subject Leads and teaching staff)
- SEND
- Mental health
- ECF
- Safeguarding/DSLs
- Pastoral Teams
- Enrichment leads/Personal Development
- Senior Leadership staff split into responsibility areas – T&L, Safeguarding, Headteachers

Trust T&L Leads Forums

The T&L team consists of senior leaders whose responsibility for the Intent, Implementation and impact in all of the schools. This group is key to driving the direction of the Trust T&L approach and work at a high level to embed systems into all schools. The dynamic group meets 5 times a year in addition to monitoring programmes where the Trust T&L direction is established and executed. Chair of the meeting is Executive Principal/SIL.

Primary, Secondary and Special Moderation

The collaboration between specific leads for each subject area is key to driving progress. The moderation programme is designed to identify strengths and areas for develop, drive consistent approaches and ensure that target setting is robust.

A report is generated back to Heads/Principals for whole school review and action. The process is led by external specialists.

Headteacher/Principal Peer to Peer Monitoring and support

Once a year our headteachers will carry out a focused review of each school within the Trust. The host headteacher will identify an area for development and the visiting head will conduct a full review. The outcome being a clear report that highlights the areas for development with proposed strategies.

LCT ECF Forum

The Trust values the importance of new staff into the profession and as a result invests heavily in an ECF programme. Overseen by the Trust ECT Lead, each school uses their lead practitioners to provide a wide variety of training throughout the early stages of their careers.

We want to retain these staff in the profession and support them to become great teachers. Each Academy/school also has its own programme of mentoring and support for these staff to meet the requirements of their training.

Continuous Professional Development

One of the outcomes of collaboration is often the need for high quality CPD at individual, subject/area and whole Trust. The LCT invests significantly in the belief that staff must have the knowledge and expertise in order to perform at the highest level.

All staff receive a high level of induction training and a centralised safeguarding package but the key is the identification of need and the signposting at school and Trust level. Our regular monitoring and review programmes quickly identify need and the Trust then become facilitators using both internal and external staffing to deliver high quality CPD.

Examples of the programmes we offer are:

- Rosenshine/Tom Sherrington workshops
- Mary Myatt
- NPQ programmes
- Local Authority and External safeguarding packages
- Focused CPD on areas such as Assessment

In addition, the Trust believes that visiting outstanding practice is a highly effective bespoke visits to schools and facilities

Supporting other schools

The Trust believes in being outward facing and supportive of other schools. As a result we have a core offer to support schools outside of LCT. We offer a range of services to other schools that cover every aspect of the working school.

The range of support is summarised below:

- Leadership Development
- SEF and Action plan writing
- Subject/Area/Whole school reviews
- Tailored CPD
- Mentoring of staff

If you are interested in the potential support please get in touch with paul.roberts@lct.education