

CENTRAL RSA  
ACADEMIES TRUST

**SCHOOL  
IMPROVEMENT  
HANDBOOK  
2020 – 2021**

SUPPORTING  
RECOVERY

SOCIAL  
JUSTICE  
THROUGH  
EXCEPTIONAL  
SCHOOLS

RSA

Central RSA  
Academies Trust

# CONTENTS

	Page
The Trust School Improvement Model: Adapting to Support Recovery	2
The Trust School Improvement Model: Ensuring Sustainable Excellence	3
School Improvement Partner Visits to Schools Schedule	6
Principals PM Review	8
SIP Reporting Protocol	9
Educational Improvement Team Terms of Reference	12
School Improvement Strategy Team Terms of Reference	15
School to School Support (LP, SLE, NLE) Guidance	17

## APPENDICES

SIP Report template	19
SLE Deployment Agreement	20
CRSAAT Principals' Executive Meeting Dates	22
EYFS Strategy Meeting Dates	22
Primary Curriculum Co-Design Meeting Dates	23
Secondary Co-Design Meeting Dates	20
EIT AND SISG Meeting Schedule	26
School Improvement Boards	27
School Improvement Partners Job Description	28
School Improvement Partner Person Specification	30
School Improvement Plan Template	33
Self Evaluation Form Template	35
RSAA TSA Meeting Dates	36

# THE TRUST SCHOOL IMPROVEMENT MODEL:

## Adapting to Support Recovery

We are in very uncertain times.

What is certain is that the academic year 2020-21 is not going to look like anything we have been used to planning for before. The lead in to the school year would normally have had our school leaders having space to evaluate what had worked, what needs to change and be developed, and our normal cycle of school improvement planning would be taking place. In 2020-21, we know we will have to respond with flexibility to an ongoing national emergency

Governance and senior leadership conversations have examined what might be needed for recovery, and developed a recovery plan that has informed the school improvement plan – but this is planning in a period of great uncertainty and ongoing likely disruption. Our school improvement model will need to adapt and flex throughout the year so that it can support recovery and aid resilience.

To start the year with a plan that has some dates as ‘to be set ’is unusual, and uncomfortable, but we need to be agile to leading our schools in September in a situation that is unprecedented, and one which we can only anticipate, but not yet quantify. We will then need to be bold in which developments and improvements can take place, and others that will simply have to wait whilst we focus on recovery.

This handbook will be adapted, as a live document, so that it enables our school leaders, governors and school improvement partners to deliver, with guidance, what is needed at any given time to support our school communities. Our Educational Improvement Team will continue to be key in allocating capacity where it is needed, and our School Improvement Strategy group will advise it as to how best to support schools during this challenging period.

Guy Shears  
Executive Principal (CEO)

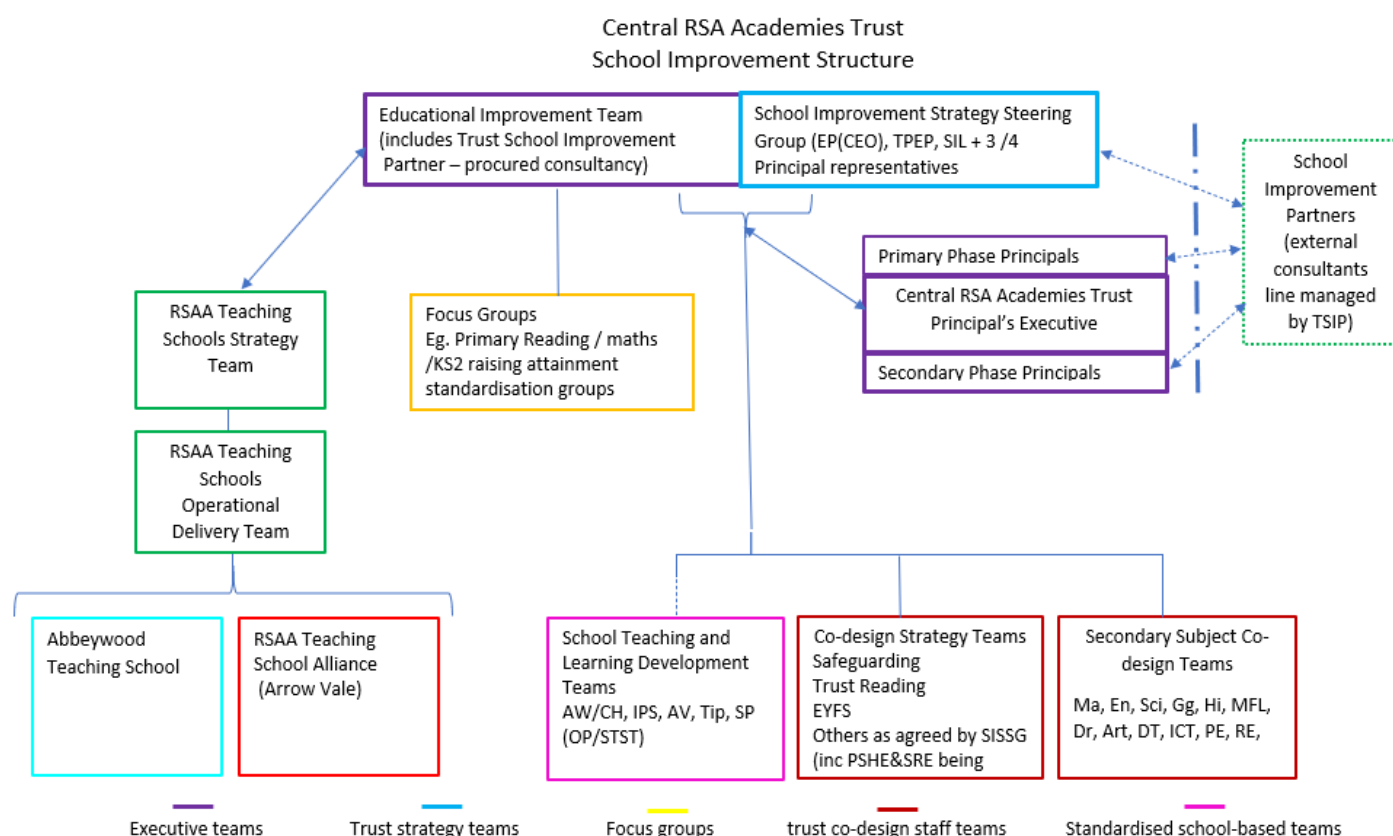
## THE TRUST SCHOOL IMPROVEMENT MODEL: Ensuring Sustainable Excellence

A key strategic aim of the Trust is to ensure that all schools are delivering sustainably good education. The Trust deploys an Educational Improvement Team to assess risk that consists of the Executive Principal (CEO) (NLE), Trust Primary Lead (NLE) and the commissioned Trust School Improvement Partner service. The Executive Principal (CEO), through this team, identifies when additional capacity is required from external providers to support the evaluation of risk.

### School Improvement Strategy

Our school improvement strategy group oversees school improvement and makes recommendation to the educational Improvement Team on our structures and delivery of school improvement. The model of school improvement, approved by the trust board, is below.

Our Co-design teams are set up to ensure that colleagues from schools across the Trust are able to develop and share best practice. Where collaborative development leads to a clear 'best way' then our School Improvement Executive will, in dialogue with the Principals (Central Executive) standardise practice as appropriate. Where a pillar is deemed less than good, or vulnerable to dropping below good, then additional support is allocated by the Trust.



## School designation

An ongoing assessment of schools in the Trust, and those potentially joining the Trust, is made against our 'seven pillars' of school improvement:

1. Outcomes and current cohort progress measures
2. Teaching, learning and assessment
3. Well-being, behaviour and attendance
4. Leadership and management, including: improvement planning, performance management, quality assurance, line management and financial efficiency
5. Curriculum and staffing
6. Governance
7. RSA Distinctiveness Framework

Our pillars are underpinned by the vision and values of the Central RSA Academies Trust, which are closely aligned to the values of the RSA and the RSA Academies.

- Detailed due diligence is carried out for schools seeking to join the Trust. The pillars form the basis of assessing the school improvement risks, as part of this process
- Appropriate challenge, support and intervention
- Trust Board Monitoring and the Role of the Trust School Improvement Partner
- The Trust Board takes a robust approach to monitoring standards, procuring an external School Improvement Partner consultant to provide external challenge, supporting the Education Improvement Team in identifying strength and risk across the Trust
- The Boards provides strong support and challenge to the schools and to the central team.  
The Board invests in areas of risk, ensuring that appropriate support is put in place in a differentiated approach dependant on need.

Where all seven pillars are securely and sustainably 'good', school improvement planning is fully delegated to the school (within our agreed school improvement framework, with standardised and aligned approaches as agreed integrated into plans and operations). For these schools, normal line management and monitoring support is applied by the Trust to the school.

### **‘At risk’/‘At high risk’**

Where a number of or all of the pillars, are not yet securely good, or if a school is at risk of losing ‘outstanding’ in terms of Ofsted overall effectiveness, the school is designated as either ‘at risk’ or ‘at high risk’ by the Trust Board, who manage by exception.

School Improvement planning is not delegated, and the Educational Improvement Team: Executive Principal (CEO), Trust Primary Lead, Trust SIP and the School Improvement Leader support the Principal and take oversight of plans and progress against plans. As appropriate, they also take an active role with senior leaders at the school in the school improvement planning process, to ensure full support is given to rapid improvement, and coordinate SLE and other support.

The Educational Improvement Team will identify additional resource allocation from the Trust School Improvement Fund, as required, including the deployment of:

- NLE inc. Executive Principal (CEO) & Primary Executive Principal support
- Additional TSIP support
- School Improvement Leader support
- SLE support from within the Trust and through the RSA Teaching School Alliance
- Deployment of other Trust senior leader support (including secondment)
- Additional support and resource as required

The interventions are swift in order to generate rapid improvement that enables the school improvement planning process to be delegated at the earliest opportunity (once confidence can be assured that the school is securely and sustainably no longer at risk).

## School Improvement Partner

### Visits to Schools Schedule

Our Trust School improvement Partner, overseeing the work of the SIPs, will liaise closely our Educational Improvement Team to ensure that the focus of the SIP work is to support recovery, building reassurance and resilience – an ongoing assessment of the volume of delivery, style and approach will take place to ensure that the school improvement model is supporting schools during recovery, with a high emphasis on support, with appropriate challenge.

Timings are set as bands for the SIP and school to identify the allocated time within the window. These timings relate to SIP reporting to LAGB and by exception through the TSIP to the Board.

Standard allocation to each school – 5 half days

AS PART OF COVID-19 RECOVERY WE ARE ALLOCATING 5 FULL DAYS AS A

MINIMUM ENTITLEMENT TO ALL SCHOOLS FOR 2020-21

Minimum on site requirements for each school:

half day in September,

another half day before end of Autumn term,

minimum one half day in Spring term and Summer Term.

### SIP Hours

School	Standard Allocation	COVID-19	Additional support – at risk	Coaching (named staff)
Abbeywood First School RSA Academy	5 half days	12 hours		TBC
Arrow Vale RSA Academy	5 half days	12 hours		
Church Hill Middle School RSA Academy	5 half days	12 hours		
Ipsley CE RSA Academy	5 half days	12 hours		
Oldbury Park Primary RSA Academy	5 half days	12 hours	5 half days	
Sutton Park Primary RSA Academy	5 half days	12 hours		
St Stephens CE RSA Academy	5 half days	12 hours	3 half days	
RSA Academy Tipton	5 half days	12 hours	5 half days	
Roman Way	5 half days	12 hours	5 half days	

## Wednesday 16<sup>th</sup> and Thursday 17<sup>th</sup> September

Standards scrutiny days (at Assay Studios) [RSAA involvement or otherwise to be decided]

Educational Improvement Team (Guy Shears EP(CEO) Di Smith EP (Primary), Lorraine Allen (TSIP) and Sam McMonagle (SIL)) + nominated standards Trustee (TBA)

For each school, Principal and Chair of LAGB (or their nominated standards governor)

Template, mindful of recovery needs and with focus on current cohorts and looking forward, whilst capturing 2019-20 data)

### Wednesday 16<sup>th</sup> September (Primary and Middles)

9.00am – 10.30am	Oldbury Park Primary RSA Academy
10.30am – 11.30am	St Stephens
12.00pm – 1.00pm	Ipsley CE RSA Academy (KS2)
2.00pm - 3.30pm	Church Hill & Abbeywood school – RSA Academies
3.30pm - 4.30pm	Sutton Park RSA Primary Academy (EYFS, KS1, KS2) (with Michelle Pickering, Primary SIP)

### Thursday 17<sup>th</sup> September (Secondary)

9.00am – 10.30am	Arrow Vale RSA Academy (KS4 & 5)
10.30am - 12.00pm	RSA Academy, Tipton (KS4 & 5) (with Caroline Hoddintt, SIP)
12.00pm-1.00pm	Roman Way

Friday 18<sup>th</sup> September – Operational Planning Day – Executive principal (CEO), Executive Principal (Primary) and Trust School Improvement Leader

*Trust Board 30<sup>th</sup> September – EIT/SIP summary report deadline 16<sup>th</sup> September*

## Trust Board Dates

Wednesday 30<sup>th</sup> September 2020

Wednesday 14<sup>th</sup> October 2020

Wednesday 16<sup>th</sup> December 2020

Wednesday 24<sup>th</sup> February 2021

Wednesday 19<sup>th</sup> May 2021

Wednesday 7<sup>th</sup> July 2021



## **Principal's PPAR review process**

**SIPs support this process by managing the process, providing the panel with an independent view and finalising the review and target setting meeting paperwork**

**SIP allocated time - ½ day (with ½ day write up & admin.)**

**The process is line manager [Executive Principal (CEO) or (Primary)] led with CoLAGB or nominee, with SIP support, recording and reporting summary**

The meetings will be scheduled by the Executive Principal (CEO)'s PA in the following weeks:

5<sup>th</sup> November  
12<sup>th</sup> November  
19<sup>th</sup> November

## **SIP Visit Schedule**

SIPs will make professional judgement on which elements of the time allocation will be made on site, and which can take place through teams.

The minimum, for all schools, irrespective of designation, is outlined below. Each of these on-site visit must include a learning walk.

**Half day on-site visit before the end of September**

**Half day on-site visit in second half term before the end of November**

**Half day visit in Spring Term**

**Half day visit in summer term before the end of June**

## **SIPs Meeting**

9.30-1.00 11<sup>th</sup> Nov

9.30-1.00 22<sup>nd</sup> June

## **SIP Reporting Protocol**

As the MAT expands and school numbers grow there is a more urgent requirement for effective consistent reporting by the SIPs and concise communication is paramount.

## **Monitoring Risks**

Dates will be agreed as per guidelines and the SIP will complete the standard proforma as the notes of visit within 7 working days of the visit.

Proforma to be shared with Chair of LAGB, TSIP and Principal.

Agenda items for each visit will be steered and agreed by the EIT/TSIP meeting. There will also be individual practice for monitoring for each school.

Extra visits to the allocated days must be confirmed through a request via the TSIP/EIT.

As outlined above, the SIP will be part of the Principal's Performance Management review and target setting in the Autumn Term. ½ for the meeting and ½ day for the write up to be completed within two weeks of the meeting. The draft will be shared with the panel for sign off before the line manager sends to the Principal for comment/suggestion. The line manager will liaise with the panel to assess whether amendments should be made before sending to Principal and to Principal's file (via the line manager).

## **Visit protocol**

Each visit by the SIP to the school will be scheduled. The focus for each visit will be linked to the Trust schedule, and where flexibility allows, for agreed focus between the SIP and Principal.

Where learning walks/work scrutiny/pupil voice exercises take place, these will be determined in dialogue with the school, although the SIP has licence to choose which lessons/books/pupils to include (of course listening to school requests to, for instance, avoid a member of staff with a specific issue).

## **Use of Microsoft TEAMS for SIP work**

Microsoft TEAMS is our organisation's chosen platform for video meetings, and allow flexibility in delivering the SIP scrutiny, support and challenge by arranging meetings with leaders in school at a time that suits both, and minimising the need to remove teachers from classrooms in order to meet with the SIP.

For these meetings, data and information needs to be provided by the leader at least 48 hours in advance of the meeting. The SIP will share an agenda or needs for the meeting at least a week in advance of the meeting, in order to allow preparation time for school leaders.

All safeguarding and GDPR regulations must be followed in relation to student and staff information sharing

### **Communication protocol**

The SIP is an external consultant reporting strengths and risks to the Principal, where appropriate the Improvement Board, to the LAGB and via the TSIP to the Board.

Reports will be sent to Principals for factual checking before finalised and sent to:

- Principal
- The Principal's Line Manager (Executive Principal (CEO) or the Trust Primary Executive Principal
- TSIP
- Chair of LAGB

## Schedule of SIP visits

		Focus for visit							
Date	ALL	AV	T	CH	Ips	AW	OP	StS	SP
Late/Oct Autumn Term Meeting 1	COMMUNITY STABILITY IN RECOVERY  SLT/ML Responsibilities  NQT/ITT needs and programme  School Improvement Plan priorities – INCLUDING recovery Current cohorts progress, attendance  Learning walk with a focus on RSA Culture (see framework)								
Early Nov Autumn Term Meeting 2	SEF Review  Learning walk/T&L meeting  In year Attainment/progress Gaps/disadvantage focus  Attendance  Succession planning/Talent management tools								
Additional focus			Ofsted readiness	S2S inputs			S2S inputs	S2S inputs	S2S inputs
Feb	TO BE CONFIRMED SEP days								
Additional focus				S2S impact			S2S impact	S2S impact	S2S impact
April	Schedule suspended COVID-19								
May/early June									

## **EDUCATIONAL IMPROVEMENT TEAM**

### **Terms of Reference**

#### **Membership:**

Chair: Guy Shears (Executive Principal (CEO) and Secondary NLE)

Di Smith (Executive Principal (Primary) and Primary NLE)

Lorraine Allen – Trust School Improvement Partner (procured independent consultancy)

Sam McMonagle – Trust School Improvement Leader

**Attached Trustees for support and challenge will be identified by the trust Audit and Standards Committee:**

#### **The Educational Improvement Team (EIT) receives reports as required from:**

Trust SIP (and via TSIP from school SIPs)

Executive Principals

School Improvement Leader and the School Improvement Team

Reports commissioned by the trust or by schools (eg. Pupil Premium Review, Consultant Review of English),

External accountable bodies – Ofsted, RSC.

For schools at risk, regular reports on progress, including LAGB reports and SIP reports, and minutes from School Improvement Board meetings

RSA Academies Teaching School Alliance – strategic lead

Abbeywood Teaching School

RSA Academies

Principals

Trust Subject Leaders

Other key senior leaders

**The EIT is responsible for overseeing educational strength and risk, and through the Trust Executive Principal (CEO), Primary Executive Principal and School Improvement Leader, will:**

Devise, in consultation with principals and trustees, the Trust Annual Development and Investment Plan, to include Whole Trust, Primary and Secondary School Improvement Strategic Plans

Sign-off annually all school improvement plans, ensuring agreed alignment and link to Trust Plans

Review progress, impact and risk across the Trust schools every 3 weeks, based on reports and other intelligence, in order to ensure swift action as needed to ensure risks do not manifest, and issues are resolved rapidly

Monitor closely the delivery of SI Plans for those schools designated 'at risk'

Monitor specific groups across the Trust (esp. PP (both SEN and non-SEN) and HPA pupils) and recommend intervention as required

For schools 'at risk' to appoint and monitor School Improvement Boards, including appointing the Chair of the Board

Steer the work of SIPs via the TSIP

Oversee the work and impact of co-design teams

Determine and trust reviews of aspects of school(s)

Liaise closely with RSA Academies where additional capacity is available beyond the Trust

### **School to School Support:**

Steer the focus of the School Improvement Leader and School Improvement Team

Oversee delivery, quality and impact of S2S support, intervening as required to ensure impact

Make decision on the use of Trust Lead Practitioners deployment, both in terms of base school allocation, timetable weighting and deployment beyond timetable within and beyond current base schools

Identify S2S capacity and need in each school

Make decision on SLE time allocations, in consultation with Principals

Allocate SLE time specifically on timetable at the beginning of the year, and reviewed termly in terms of allocation

Determine SLE deployment

Oversee impact and effectiveness of external support delivery by trust employees, in terms of S2S (including SSIF, SIO etc.)

### **The School Improvement Leader (with support from EP(CEO) and TEP(P)), steered by EIT will ensure:**

Contribution to SI and Teaching Schools strategy development

S2S systems are effective for Trust LPs, NLEs, SLEs and others providing S2S Ongoing training for SLEs

Monitoring of SLE delivery and impact is tight, with swift intervention where impact is being diminished for whatever reason

Quantify and report on volume of delivery

Capture NLE, SLE and other S2S delivery by the trust beyond the trust Summary reports to the Trust Board twice yearly

For schools at risk, to provide/make available tools/information for Principals to report to the LAGB on input and impact

Liaise with Principals and CFO to ensure tracking provides re-charge of SLE time Oversee and drive the work of the co-design teams through the leaders identified

Generate and make sustainable school improvement initiatives through co-design in line with the D&I plan.

Coordinate PP summary report as required to the board, including spend summaries and agreed standardised inputs

# SCHOOL IMPROVEMENT STRATEGY GROUP MEETING

## Terms of Reference

### Permanent Members:

G Shears Executive principal (CEO) (Chair/Lead)  
Sam McMonagle (Trust School Improvement Lead and Vice Chair)  
Di Smith (Trust Primary Executive Principal and Vice Chair)

### Representative Members (2 academic year term)

Primary- Angela Crawley (Principal, Sutton Park)  
Middle - Nic Beech – (Executive Principal, Abbeywood, Church Hill, Ipsley )  
Secondary - Ian Mellor (Principal, Arrow Vale)

### Purpose of the group

The group is a key group in the school improvement model, and will support the development of, and the implementation of the strategic school improvement priorities as outlined in the school improvement section of the Trust Development and Investment Plan (TD&I plan)

### Objectives:

- Drive Trust Strategic Objectives and School Improvement Priorities, through the TD&I plan implementation, in line with the Trust Strategic plan
- Review and recommend to EIT scheme of delegation for Curriculum and Teaching and Learning and Assessment; what is standardised and what is not as part of driving school improvement
- Enable and drive School improvement Strategy for Trust including oversight of Strategy teams and Focus Groups
- Prepare, update and ensure the implementation of the Teaching and Learning Trust policy
- Enable and drive implementation of Let's Talk People and Talent Management and Succession planning
- Design and oversee model for new school's induction into Trust
- Have overview and agree key school improvement documentation – what is standardised and aligned and what is not?
- Steer focus of Trust CPD days
- Communicate strategy to Principals' Exec group (minutes from group to all through Principals' Executive and to TSIP. SISG update as standing item on Principals' Executive)
- Provide clear steer for TSA work
- Form a critical incident Group if and when required (with addition of CFO and COO whose attendance will be required for trust School improvement Critical Incident)

### Meetings:

- Meeting agendas will be provided by Executive Principal(CEO) and distributed to group members.
- All meetings will be chaired by Executive Principal(CEO). In his absence one of the two vice-chair (termly rotation)



- Decisions will be made by the consensus (i.e. members are satisfied with the decision even though it may not be their first choice). If not possible, CRSAAT Executive Principal (CEO) makes the final decision.
- Key strategic decisions will be signed-off by the Educational Improvement Team
- Minutes will be taken by Executive Principal (CEO)'s PA and circulated within 48 hours of the meeting
- A communication strategy summarising discussions/actions will be formed so that there is a clear protocol for sharing with Principals' Team

**Schedule:**

The schedule will be outlined annually in the School Improvement handbook to be published each year during the summer term at the latest for the next academic year.

## **School to School Support (LP, SLE, NLE etc..) Guidance**

### **SLE Protocol**

EIT (Education Improvement Team) will identify risks and support needs within schools (meetings held 3 weekly).

Once a school need has been identified, and an SLE to support identified, through EIT then S McMonagle (Secondary) and D Smith (Primary) will contact the SLE with outline of need and work. It will be aligned to SLE identified capacity and timetabled support time.

The SLE will then contact the school requiring support. The initial meeting will draw up the deployment contract – an outline of work/focus and amount of time envisioned for the support. The teacher/leader who will be supported, the Principal from the school requesting support and the SLE will draw this deployment /contract up (SLE will be responsible for completing this document and submitting– see supporting contract documentation). A copy will be sent through to S McMonagle as School Improvement Leader for the Trust. For Primary S2S support D Smith also needs to have a copy sent through. The contract/deployment overview will outline intended support aims- some work may be remote and preparatory but in the main the support will be in-school with the SLE working closely with the identified person/people/areas within the school setting.

If for an exceptional reason or illness an arranged support slot cannot go ahead, the SLE must email the person being supported to notify of postponement and cc the Principal from the school being supported, the Principal from the SLE's own school, S McMonagle as SIL for Trust and for Primary support Di Smith as Primary Strategic Lead. The meeting/support slot must be rearranged as quickly as possible.

After a support session notes of visit must be completed and submitted with 48 hours of the visit on the agreed Trust SLE pro forma in Office 365. A copy must be sent to the person being supported and the Principal from that school.

Where support schools have school improvement project boards, SLEs will be expected to attend when requested as these boards evaluate S2S support within the school. If attendance is not possible then virtual attendance through dial in may be required.

SLE Deployment Agreement is in the Appendices

# APPENDICES

# SIP report template(s)

## SCHOOL IMPROVEMENT PARTNER NOTES FROM VISIT

<b>School</b>	
<b>Principal</b>	
<b>SIP</b>	
<b>Date of visit/meeting</b>	
<b>Purpose of visit/meeting</b>	
<b>Summary of SIP activities during meeting/visit:</b>	
<b>Summary of outcomes</b>	
<b>Recommendations</b>	

## SLE Deployment Agreement

### Section 1

Support Lead Details (NLE/SLE/Lead Practitioner/Other)	
Name	
School Name	

### Section 2

Supported School Details	
Supported school name	
Local authority	
Principal /Headteacher name	
Name of person/school leader(s) being supported	
Main School Contact	
Deployment start date	
Time commitment agreed (specify length, number of days, intervals etc)	
Deployment end date	

### Section 3

#### Services Provided

The supported school hereby agrees to engage with CRSAAT SLEs to provide the Supported School with services consisting of:

Identification of key areas for support (please indicate below the main priorities of the deployment and any relevant contextual information)
<input type="checkbox"/>

Agreed objectives/key impact expected at the end of the deployment
<input type="checkbox"/>

Evaluation of impact/deployment (including Review Dates)
<input type="checkbox"/>

## Term of Agreement

The term of this Agreement will begin on the date of this Agreement as defined in Section 2 and will remain in full force and effect until the completion of Services, subject to earlier termination as provided in this Agreement of engagement leads to earlier termination. The term of this Agreement maybe extended by mutual Agreement of the Teaching School and the supported school.

The parties agree to do everything necessary to ensure that the terms of this Agreement take effect.

Upon completion of the deployment or if the deployment is longer than a term, a mid -point review should also take place between the central support and the supported school

Other (please state here any other additional arrangements)

Signed by: Principal/SLT lead for the area within school

SLE

## Principals' Team Dates

Dates and venues 2020/21. All meetings 9.00am – 17.00pm

<b>Autumn</b>	06/10/2020	Assay
	18/11/2020	Assay
<b>Spring</b>	<del>27/01/2021</del>	Principal Conference - <del>Lygon Arms</del> postponed
	28/01/2021	TEAMS
	24/03/2021	Assay
<b>Summer</b>	18/05/2021	Assay
	23/06/2021	Assay

**Weekly Principal Team Meeting, Tuesday's 9.30-10.30am, Microsoft teams.**

## EYFS Strategy Meeting Dates

Dates and venues 2020/21. All meetings 8.30am - 15.00pm

<b>Autumn</b>	07/10/2020	Oldbury Park
	02/12/2020	St Stephens
<b>Spring</b>	<del>10/02/2021</del>	<del>Abbeywood/Church Hill</del>
	02/03/2021	TEAMS
<b>Summer</b>	27/04/2021	TEAMS
	08/06/2021	St Stephens

### Term Dates 2020/21

Autumn half term: 26/10/20 to 30/10/20

Christmas break: 21/12/20 to 01/01/21

Spring half term: 15/02/21 to 19/02/21

Summer half term: 31/05/21 to 04/06/21

### Trust Training Days

Friday 23<sup>rd</sup> October

Tuesday 5<sup>th</sup> January

# Primary Curriculum Co-Design Meeting Dates

Heads of school, Principals and curriculum leaders

Subject(s)	Date	Venue	Time
Science, PE, PSHE/RE	24.9.2020	Abbeywood Teaching School	9 - 3pm

Primary subject leaders and curriculum leaders

Subject(s)	Date	Venue	Time
Science, PE, PSHE/RE	6.10.2020	Assay	Primary agenda item at PEMs

Writing leads and curriculum leaders

Subject(s)	Date	Venue	Time
Writing	14.10.2020	Oldbury Park	1-3pm

Heads of school, Principals and curriculum leaders

Subject(s)	Date	Venue	Time
MFL, DT, Computing	21.10.2020	Abbeywood Teaching School	9 – 3.00pm

Reading Leads and curriculum leaders

Subject(s)	Date	Venue	Time
Reading	13.11.2020	Oldbury Park	1-3pm

Primary subject leaders and curriculum leaders

Subject(s)	Date	Venue	Time
MFL, DT, Computing	18.11.2020	Assay	Primary agenda item at PEMs

Maths Leads and curriculum leaders

Subject(s)	Date	Venue	Time
Maths	3.12.2020	Ipsley	1-3pm

Primary Curriculum Meetings				
Term	Subject	Date	Venue	Time
Spring	Maths	03/02/21	Oldbury Park	13:00-15:00 Primary agenda item at PEMs
	Reading	19/01/21	Oldbury Park	
	Writing	11/03/21	TEAMS	
	Heads of school, Principals and curriculum leaders.	24/03/21	TEAMS 13.00-15.00	
Summer	Maths	30/04/21	Sutton Park	Primary agenda item at PEMs if needed
	Reading	05/05/21	Roman Way	
	Writing	19/05/21	St Stephens	
	Heads of school, Principals and curriculum leaders.	23/06/21	Assay	



## Secondary Co-Design Meeting Schedule

Secondary Subject Co-Design Meetings				
	Subject	Date	Time	Venue
Autumn	Maths	28/09/20	15:30 – 17:00	Microsoft TEAMS
	RE		15:30 – 17:00	
	English		15:30 – 17:00	
	Science	29/09/20	15:30 – 17:00	
	PE		15:30 – 17:00	
	Geography		15:30 – 17:00	
	History	01/10/20	15:30 – 17:00	
	MFL		15:30 – 17:00	
	Music/Drama		15:30 – 17:00	
	Design	05/10/20	15:30 – 17:00	
	SEN		15:30 – 17:00	
	Safeguarding		15:30 – 17:00	
	Art		15:30 – 17:00	

	Subject(s)	Date	Venue	Time
Spring	Maths	11/01/24	Arrow Vale	14:00 – 17:00
	Art	12/01/24	Assay	
	Music/Drama	13/01/24		
	Design	15/01/24		
	RE	20/01/24		
	History	21/01/24	Arrow Vale	
	Geography	22/01/24		
	PE	26/01/24	Tipton	
	MFL	27/01/24		
	English	28/01/24	Ipsley	
	Science	29/01/24	Tipton	
	SEN	01/02/24	Arrow Vale	
	Safeguarding	02/02/21	TEAMS	
Spring 2	All Subject Co-Design	11/03/21	TEAMS	15.30- 17.00
	Remote Learning			

Subject Conferences and Planning Days				
Summer	Subject(s)	Date	Venue	Time
	Safeguarding	16/06/21	Assay	09:00 – 17:00
	RE	18/06/21	Assay	
	Art	22/06/21		
	Geography	24/06/21	Assay	
	History	25/06/21		
	Design	28/06/21	Assay	
	Music/Drama	29/06/21		
	MFL	30/06/21	Assay	
	PE	01/07/21		
	SEN	02/07/21	Assay	
	Maths	06/07/21	Assay	
	English	08/07/21	Assay	
Science	09/07/21	Assay		

Teaching and Learning Leads Network Meetings			
Term	Date	Venue	Time
Autumn	08/10/20	Assay	09:00 – 13:00
	03/12/20	Ipsley	09:00 – 13:00
Spring	04/02/21	TEAMS	15:30 – 16:30
	25/03/21	TEAMS	09:00 – 13:00
Summer	20/05/21	Tipton	09:00 – 13:00
	13/07/21	Assay	09:00 – 13:00

Lead Practitioner Co-Design Meetings			
Term	Date	Venue	Time
Autumn	09/12/20	Tipton	15:00 – 18:00
Spring	<del>11/03/21</del>	<del>Assay</del>	
Summer	09/06/21	Tipton	

Trust Subject Leads Meetings			
Term	Date	Venue	Time
Autumn	26/11/20	TEAMS	15:30 – 17:00
Spring	25/02/21		
Summer	17/06/21		

SLE Training			
Term	Date	Venue	Time
Autumn	24/11/20	Assay	13:30 – 16:30
	25/11/20	Abbeywood	
Summer	14/07/21	Assay TBC	
	15/07/21	Abbeywood TBC	

Attendance required at **one** of the dates each term (Abbeywood or Assay).

# Education Improvement Team and School Improvement Strategy Meeting Schedule

Standards days: Wednesday 16<sup>th</sup> September and Thursday 17<sup>th</sup> September.

Date	Group	Time	Venue	Notes
16/09/20		Full Day	Assay	Standards Scrutiny Day (Primary and Middles)
17/09/20		Half Day	Assay	Standards Scrutiny Day (Secondaries)
18/09/20	GSh/DSm/SMc	Full Day	Assay	Operational Planning Day
02/10/20	SISG	9:30 – 10:30	Teams	
	EIT	10:30 – 13:30	Assay	EIT Summit, SIPS invited
19/10/20	GSh/DSm/SMc	9.30 – 10.30	Assay	
	SISG	10:30 – 13:30		
16/11/20	SISG	9:30 – 10:30	Teams	
	EIT	10:30 – 13:30	Assay	
07/12/20	GSh/DSm/SMc	9.30 – 10.30	Assay	
	SISG	10:30 – 13:30		
18/01/21	SISG	9.30 – 10.30	Teams	
	EIT	10:30 – 13:30	Assay	
08/02/21	GSh/DSm/SMc	9.30 – 10.30	Assay	
	SISG	10:30 – 13:30		
08/03/21	SISG	9.30 – 10.30	Teams	
	EIT	10:30 – 13:30	Assay	
29/03/21	GSh/DSm/SMc	9.30 – 10.30	Assay	
	SISG	10:30 – 13:30		
04/05/21	SISG	9.30 – 10.30	Teams	
	EIT	10:30 – 13:30	Assay	
24/05/21	GSh/DSm/SMc	9.30 – 10.30	Assay	
	SISG	10:30 – 13:30		
21/06/21	SISG	9.30 – 10.30	Teams	
	EIT	10:30 – 13:30	Assay	
12/07/21	GSh/DSm/SMc	9.30 – 10.30	Assay	
	SISG	10:30 – 13:30		

## School Improvement Boards

### Protocols/summary of IB meetings

Implementation and evaluation of school improvement -support and strategies- will be monitored through School Improvement Boards (IBs) in schools identified by EIT and SIPs as being at risk. These boards will be scheduled to occur every four weeks in high risk schools and half termly in at risk schools with extra meetings scheduled as and when required to monitor a substantial piece of work or if concerns. The SIL will schedule meetings at Secondary 'At Risk' schools and the Primary Executive Principal will do so for Primary. The CEO will be an invited attendee to all meetings and will therefore be an optional attendee at all meetings. The SIL will also be invited to all Primary as optional attendee. Also in attendance at these meetings will be the Principal of the school, the Chair of Governors for the school and key senior leaders relevant to the area being supported and monitored. SLEs supporting the school will be invited where relevant and to relevant parts of the meetings. Agendas will be provided in advance by the SIL for secondary and Primary Executive Principal for Primary. Minutes will be provided after the meeting by the Chairs and will be available to EIT in SharePoint folder. Copies will be forwarded to the relevant SIP.

# SCHOOL IMPROVEMENT PARTNERS

## JOB DESCRIPTION

### Context:

Our Trust Board commissions a procured school improvement service annually, overseen by the Trust School Improvement Partner, who reports directly to the Board on strengths, risks and investment needs. The Trust allocates a number of School Improvement Partner Days (minimum of five half days) to each school, with schools designated 'at risk' or 'at high risk' allocated higher levels of support. Each school in our Trust has a SIP, overseen by our TSIP, who reports directly to the Local Academy Governing Board of the school with summary information provided to the TSIP for Trust Board reporting purposes.

### Purpose of role:

A school improvement partner provides professional challenge and support to one or a number of schools within the Central RSA Academies Trust by:

- acting as a critical professional friend to the schools, helping their leadership to evaluate their schools' performance, identify priorities for improvement and plan effective change, aligned to the trust school improvement strategy and RSA distinctiveness framework;
- helping build the schools' capacity to improve pupils' achievement and to realise other key outcomes for pupils that bear on achievement;
- contributing to whole-school improvement in the schools, including effective contribution to outcomes;
- providing challenge and support for the senior leadership team in the schools; and
- providing information to our Local Academy Governing Boards on their schools' performance and development, highlighting strengths and risks.
- Providing summary information to our Trust School Improvement Partner, who oversees the work of all SIPs in the trust and reports to the Board on strengths and risks, including recommendation of investment

### Key Contacts:

- Executive Principal (CEO), or Executive Line Manager of the Principal, and the Trust Educational Improvement Team
- Principal and senior leaders of our schools
- Chairs of Local Academy Governing Boards of the school(s)

### Accountability:

- The SIP reports to the Trust School Improvement Partner.

### Main Accountabilities:

- Discuss and assess a school's self-evaluation and school improvement plan against available evidence including the Ofsted reports and readiness, and comment on the effectiveness of these.
  - Provide an objective review of the school's performance data by considering its most recent national test results, trends over time and data on other pupils' achievement and well-being and analysing the evidence for the school's improvement.

- Provide objective review of areas identified annually for scrutiny by the SIP in the School Improvement Handbook, which will include:
  - RSA Distinctiveness Framework
  - Trust 'Let's Talk People' development framework and toolkit
  - Delivery of the Trust's School Improvement Strategy, including as a minimum
    - Trust Teaching and Learning Policy
    - KASE (underpinning curriculum philosophy)
    - Disadvantaged strategy
    - RSA distinctiveness tracker
- Identify areas of strength and weakness and scrutinise the progress made by different groups of pupils to ensure that success for some does not hide failure of others
- Support the Executive Principal(CEO)/Trust Executive line manager and the Trust/LAGB in setting the school's targets and priorities for the coming year, based on the analysis of the data above, to ensure that they are ambitious but realistic/achievable and focused on all pupils progressing and fulfilling their potential.
- Advise the school on resources and strategies which fit priorities.
- Challenge the school where necessary, particularly on its capacity to improve and whether it is focusing on the most important priorities for improvement and development.
- Support the Trust (through dialogue with Executive Principal (CEO), TSIP, EIT and LAGB) by recommendation to TSIP of designating the school as 'at risk' or 'good or better' in the Trust's School Improvement Model
- Make recommendation through the Trust Educational Improvement Team for any package of support and challenge for the school (provided both by the local authority and/or external sources) and ensure that this is appropriately managed.
- Report the outcomes of the dialogue with the school to the school's Local Academy Governing Board and Principal,
- Provide advice and guidance to the Executive Principal /Executive Line Manager, supported by an appointed panel to inform the performance management of the Principal.
- Contribute to the effective development of the Trust's School Improvement Model and School Improvement Partner Programme.

# PERSON SPECIFICATION

## Introduction

School improvement partners will have a range of essential skills, knowledge, experience and expertise and personal qualities. Some skills and knowledge might have been acquired through training and development rather than as a consequence of experience at work. Some gaps in knowledge are likely to be readily filled by training, but a person should demonstrate the underlying and essential knowledge for the role before working as a school improvement partner.

## Skills

### Analytical ability

School improvement partners need to:

- understand the construction and use of leading indicators of performance;
- interpret complex and detailed quantitative and qualitative data accurately and quickly;
- pursue challenging and rigorous questions, probe explanations of root causes and apparent inconsistencies;
- identify key issues accurately; and
- give accurate feedback, both oral and written.

### Judgement

School improvement partners should be able to:

- develop arguments and consistently make sound judgements on the basis of evidence, qualitative and quantitative information and rigorous analysis about performance and potential;
- adapt judgements to circumstances and be able to make accurate, consistent and proportional judgements of performance in different instances (i.e. treat schools in similar circumstances similarly and make proportionate allowances for differences in different circumstances);
- be consistent in the assessment of a school leadership's record in evaluating its own improvement actions; its capability to deliver improvement and evaluate the impact of actions; and its record in delivering improvement;
- make judgements against a background of high expectations for all pupils and an awareness of the complex issues which surround the achievement of different groups of pupils, for example looked after children, boys, girls, those of different ethnic or socio-economic groups and those with a disability or special educational need;
- acknowledge a full range of options and their pros and cons and demonstrate aspirational, yet realistic expectations, providing challenge that stretches professional practice; and
- explain how judgements are made and be able to justify them in the face of opposition or challenge.

### ICT

School improvement partners should:

- use information and communications technology, including maintaining up-to-date records and making use of materials held on databases.
- Use of Microsoft Teams

### Knowledge

School improvement partners should have knowledge of:

- the range of approaches to leadership and management in schools in the phase in which the school improvement partner is to work, and understand how to tackle underperformance in different contexts and at all levels;

- funding for schools in the phase in which the school improvement partner is to work;
- school improvement strategies for schools in the phase in which the school improvement partner is to work - national, regional and local dimensions;
- the application of ICT in schools;
- government and Trust education policies and strategies and their implementation, including children's trust arrangements, the rights of the child and extended schools; • the types and sources of services available to help schools, including the capabilities of providers;
- collaborative approaches between schools;
- principles and practice of quality assurance systems, including school self-evaluation and performance management; and
- equal opportunities legislation and the issues surrounding the achievement of different groups of pupils, for example looked after children, boys, girls, those of different ethnic or socio-economic groups and those with a disability or special educational need.

### **Experience and expertise**

School improvement partners should be able to demonstrate the following:

- membership of school leadership team or experience of senior Trust advisory work and/or related areas of work relevant to the phase of the school improvement partner's work;
- recent first-hand experience of successful performance improvement in practice;
- evidence of sustained performance improvement as a result of own actions;
- experience of a range of performance improvement approaches and their application in different circumstances;
- significant senior experience in complex organisations undergoing change;
- record of successful organisational and people management and financial planning and control; and
- experience of school improvement techniques and approaches and of using self-evaluation to identify priorities for action.

### **Personal qualities**

School improvement partners should:

- be highly motivated, enthusiastic, strategic leaders;
- be credible, commanding respect in a wide range of circumstances;
- be committed to lifelong learning and up-to-date with the educational agenda;
- be able to collaborate with colleagues and work within the National Strategies and Trust structures;
- be committed to valuing diversity and demonstrate sensitivity to the needs and rights of different ethnic and religious groups, lesbian, gay, bisexual and transsexual people and those with disabilities;
- be open-minded, active listeners;
- initiate and deal with challenge and manage conflict;
- be creative in problem solving;
- communicate persuasively, articulate in speech and in writing and adapt appropriately to different audiences, use influencing skills effectively;
- receive and act on feedback about own performance;
- promote and manage change; and
- interpret complex and detailed quantitative and qualitative data accurately and quickly.

### **Integrity and behaviour**

School improvement partners should:

- ensure that private, personal, political and financial interests do not conflict with work as a school improvement partner;



- disclose to the maintaining authority of any school for which s/he is the school improvement partner, and to the school's governing body, any direct or indirect interest which might affect or appear to affect decisions made by any of them. In such cases the school improvement partner must not influence or appear to influence such decisions;
- not allow judgement or conduct as a school improvement partner to be influenced or compromised by commercial considerations;
- not accept any hospitality or inducements that could influence judgement;
- not directly or indirectly exert influence or pressure on any person for the purpose of securing work or contracts;
- report financial or other irregularities to the Trust; and
- (for serving heads) ensure that their own school will be able to be well managed and led while giving up the time necessary for school improvement partner work.

# CRSAAT SCHOOL IMPROVEMENT PLAN 2020/21

## v1: 6<sup>th</sup> July 2020

School:

Head of School / Principal:

Executive Principal:

S1.1 Leadership and Management					Covid-19 recovery plan elements: Leadership and communication Health and Safety Safeguarding Retaining innovation Supporting and developing governance Resourcing				
Key Area for Development  Trust Strategic Plan Reference	Timeline for Action and Lead	Action	Success Criteria	Monitoring	Progress Rating Dec '18	Evaluation and Next Steps	Progress Rating Jun '19	Evaluation	Next Steps

S1.2 Student Support and Wellbeing					Covid-19 recovery plan elements: Mental health and wellbeing Ensuring effective transition Health and Safety Safeguarding				
Key Area for Development  Trust Strategic Plan Reference	Timeline for Action and Lead	Action	Success Criteria	Monitoring	Progress Rating Dec '18	Evaluation and Next Steps	Progress Rating Jun '19	Evaluation	Next Steps

S1.3 Teaching and Learning					Covid-19 recovery plan elements: Curriculum – narrowing the gap and supporting progress Ensuring effective transition Leadership and communication Retaining innovation Resourcing				
Key Area for Development  Trust Strategic Plan Reference	Timeline for Action and Lead	Action	Success Criteria	Monitoring	Progress Rating Dec '18	Evaluation and Next Steps	Progress Rating Jun '19	Evaluation	Next Steps

S1.4 Standards					Covid-19 recovery plan elements: Curriculum – narrowing the gap and supporting progress Ensuring effective transition Leadership and communication Retaining innovation Resourcing				
Key Area for Development  Trust Strategic Plan Reference	Timeline for Action and Lead	Action	Success Criteria	Monitoring	Progress Rating Dec '18	Evaluation and Next Steps	Progress Rating Jun '19	Evaluation	Next Steps

**Self Evaluation Form** (template to be added)

# RSAA TSA 2020-21 Dates

## A. ITT (Lead – Teresa Wilson)

1. 7<sup>th</sup> September, Holyhead School
2. 14<sup>th</sup> September, RSA Arrow Vale
3. 21<sup>st</sup> September, BCU
4. 28<sup>th</sup> September, BCU
5. 5<sup>th</sup> October, Holyhead
6. 12<sup>th</sup> October, BCU
7. 19<sup>th</sup> October, RSA Arrow Vale
8. 2<sup>nd</sup> November, RSA Church Hill & Abbeywood
9. 9<sup>th</sup> November, BCU
10. 16<sup>th</sup> November, Holyhead
11. 23<sup>rd</sup> November 30<sup>th</sup> November – BCU
12. 7<sup>th</sup> December – Holyhead School
13. 4<sup>th</sup> January – BCU
14. 11<sup>th</sup> January – RSA Arrow Vale
15. 18<sup>th</sup> January – BCU
16. 25<sup>th</sup> January – RSA Church Hill & Abbeywood
17. 1<sup>st</sup> & 8<sup>th</sup> February – BCU
18. 22<sup>nd</sup> February – RSA Church Hill & Abbeywood
19. 1<sup>st</sup> March – RSA Tipton
20. 8<sup>th</sup> March – BCU
21. 15<sup>th</sup> March – RSA Arrow Vale
22. 22<sup>nd</sup> March – BCU
23. 29<sup>th</sup> March; 19<sup>th</sup> & 26<sup>th</sup> April & 3<sup>rd</sup> May (Research)
24. 10<sup>th</sup> May – RSA Arrow Vale
25. 17<sup>th</sup> May – Holyhead School
26. 24<sup>th</sup> May – BCU
27. 7<sup>th</sup> June – RSA Arrow Vale
28. 14<sup>th</sup> June – Holyhead
29. 21<sup>st</sup> June & 28<sup>th</sup> June – BCU
30. 5<sup>th</sup> July – Assay Studios
31. 12<sup>th</sup> July – Holyhead (2021-22 cohort)

## B. NQT (Lead – Matthew Purslow)

1. Registration Forms – 4<sup>th</sup> September
2. Assay Studio 1 – 7<sup>th</sup> November, 9am – 1pm
3. AP1 – 4<sup>th</sup> December
4. Assay Studio 2 – 6<sup>th</sup> March, 9am – 1pm
5. AP2 – 19<sup>th</sup> March
6. AP3/Final – 9<sup>th</sup> July

## C. RQTs (LEADS – Greg Klerkx, Matthew Purslow)

1. Cohort 2019-20 Session 3 – 22<sup>nd</sup> October  
RSA Abbeywood, 2.30-5.30pm
2. Cohort 2020-21 Session 1 – 19<sup>th</sup> November  
Assay Studios, 9am – 3pm
3. Cohort 2019-20 Final Session – 26<sup>th</sup> November  
RSA Abbeywood, 2.30-5.30pm
4. Cohort 2020-21 Session 2 – 4<sup>th</sup> February  
Assay Studios, 2.30-5.30pm
5. Cohort 2020-21 Session 3 – 24<sup>th</sup> June  
RSA Abbeywood, 2.30-5.30pm

## D. TSST MATHS (LEAD: John Barratt – Birmingham/Redditch)

### **\*12 hours teaching + 2 hours TEAMS presentations = 14 (Oct20 - Mar21)**

1. Introduction – 14<sup>th</sup> October  
RSA Abbeywood, 4-6.30pm
2. Mathematical Language – 4<sup>th</sup> November  
RSA Abbeywood, 4-6.30pm
3. Maths Mastery – 25<sup>th</sup> November  
Holyhead School, 4-6.30pm
4. Fractions – 3<sup>rd</sup> February  
Holyhead School, 4-6.30pm
5. Algebra & Probability – 24<sup>th</sup> March  
RSA Abbeywood, 4.30-6.30pm

## E. Meetings (Steering)

1. 17<sup>th</sup> September 1-3pm TEAMS
2. 12<sup>th</sup> November 9.30-11.30am – Holyhead School
3. 14<sup>th</sup> January 1-3pm – CHMS/AWFS RSA Academies
4. 22<sup>nd</sup> April 9-30-11.30am – RSA Academy
5. 10<sup>th</sup> June 1-3pm – RSA Arrow Vale

## F. Leadership (LEADS – Deena Frost, Matthew Purslow, Dave Dathan)

### Cohort 2019-20 Recovery

1. Data – 21<sup>st</sup> October  
RSA Church Hill & AWFS, 4-6pm
2. The key to leadership  
5<sup>th</sup> November RSA CHMS & AWFS, 4-6pm
3. Evaluation & Impact  
21<sup>st</sup> January RSA Arrow Vale, 4-6pm

### Cohort 2020-21

1. Effective Leadership  
24<sup>th</sup> November RSA CHMS/AWFS, 1.30-4.30pm
2. Leading Change  
3<sup>rd</sup> December RSA CHMS/AWFS, 4-6pm
3. Impact & Influence  
9<sup>th</sup> December RSA CHMS/AWFS, 4-6pm
4. Leadership Development (Colourworks)  
4<sup>th</sup> January RSA CHMS/AWFS 1-4:30pm
5. Data  
9<sup>th</sup> February RSA CHMS/AWFS, 4-6pm
6. The key to leadership  
11<sup>th</sup> March RSA CHMS/AWFS, 4-6pm
7. Evaluation & Impact  
17<sup>th</sup> June RSA CHMS/AWFS, 4-6pm