



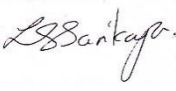
THE ST. BART'S  
**ACADEMY**  
— TRUST —

## School Improvement Strategy

July 2023

## The St. Bart's Academy Trust

### School Improvement Strategy

Produced Date:	July 2023	
Approved by Trust Board:		<b>Lisa Sarikaya</b> Chief Executive Officer
Review Date:	October 2025	

Date	Section Amended	Signature
05/10/2023	Vision Statement added	S. Cope



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## 1. Trust Vision

We have a **Passion** for releasing potential in all our children and staff through the **Encouragement** and development of **Ambition**, aspiration and excellence in all aspects of our work. Our commitment is to place children at the centre of everything we do. Working in **Collaboration**, we strive to provide the highest quality of educational experiences and outcomes for young people in an inclusive environment. Through the **Enjoyment** of learning, we live life together in all its fullness through **PEACE**.

We believe this vision empowers children with the skills to make a positive impact on the future of the communities they serve.

Our Trust Christian ethos is also captured by the **PEACE** values and all schools work in close partnership (whether C of E or community) to ensure that all children, adults and the communities they serve flourish just as Jesus encouraged us to do in John 10:10 –

***“I have come that they may have life, and have it to the full.”***

## 2. Rationale

SBMAT's core business is to **advance education**. It is at the heart of all our decisions. We will use this principle in developing an effective model for school improvement which will ensure impact on the achievement and life chances of every child in the Trust.

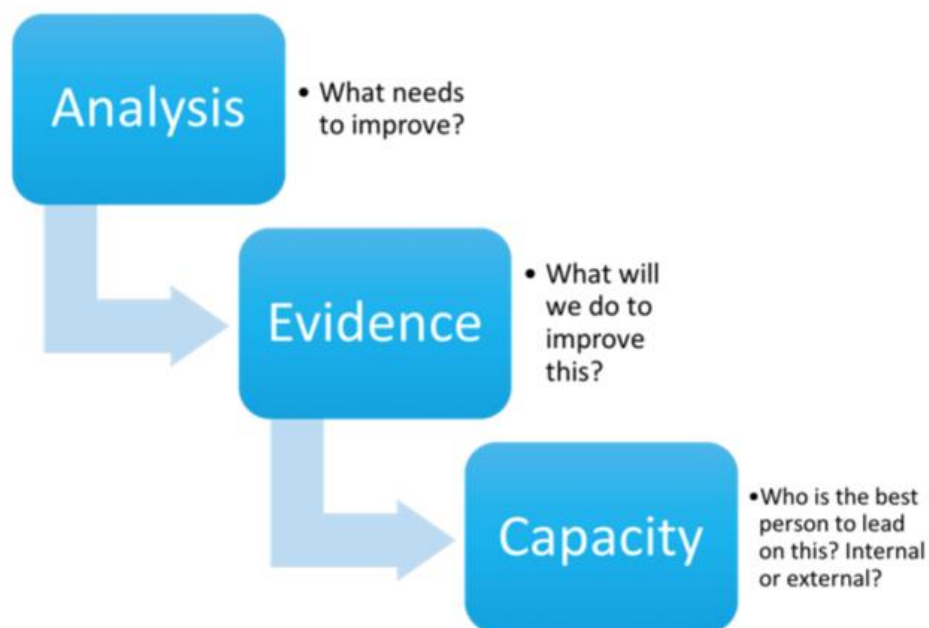
School improvement is the key to school effectiveness and is at the heart of the process of raising standards. It allows us to deliver an education for all the children in our care that is of the highest possible quality. An effective school improvement strategy is the key to releasing potential in leaders, staff, and children alike. SBMAT uses the school improvement strategy to help ensure accountability, drive strategic thinking, and deploy resources to improve outcomes for children.

## 3. Model

Using Professor David Hopkins' criteria for effective schools (Hopkins, 2013: 11), we will focus on seven key areas, which will effect change and enhance educational provision for all children.

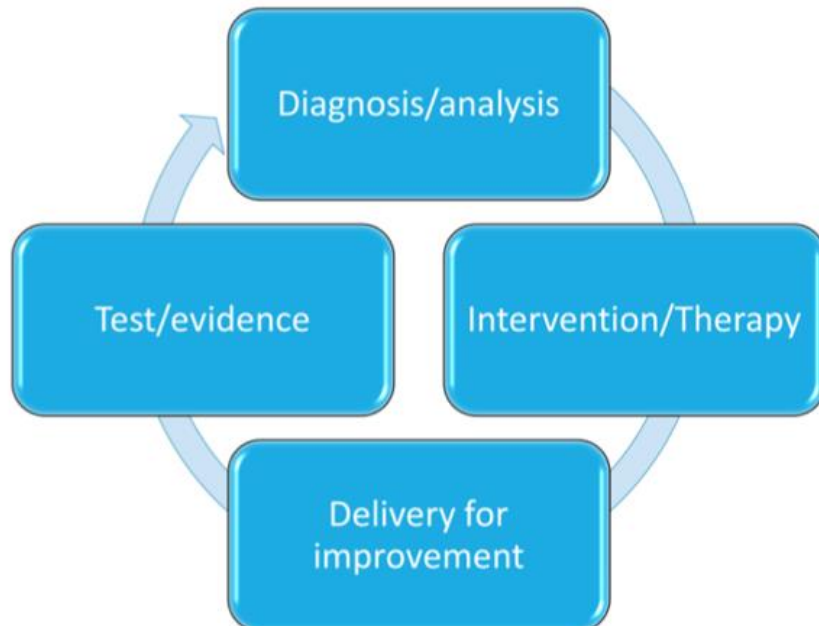
- a. Curriculum-focused school leadership
- b. Supportive climate in the school
- c. Emphasis on the quality of curriculum, teaching, and learning
- d. Clear goals and high expectations for all children, especially disadvantaged
- e. A system for effectively monitoring performance and achievement, challenging, and holding leaders to account
- f. Continuous professional development and support for staff
- g. External support

SBMAT is developing clear, systemised approaches to school improvement that draws on our own work, that of the leading academic thinkers, such as Michael Fullan and others, the Olympus Academy Trust, STEP and the work of Sir David Carter, the founding National Schools Commissioner.



In using this diagnostic approach then the Trust can develop a continuous, systematic approach which is tailored to improve performance across academies and deliver specific support programmes which will drive school improvement and therefore outcomes for children.

*The school improvement cycle*



As a Trust, we believe that school improvement is at its strongest **when all schools work together**. Using the four-stage model from the DfE Multi-Academy Trust publication, 'Good Practice Guidance and Expectations for Growth', we grade each school as part of due diligence, prior to joining the Trust, or as part of the Quality Assurance reviews.

<b>Level 1 (Sustain)</b> <ul style="list-style-type: none"> <li>• Leadership is strong and improvements are embedded</li> <li>• Governors feel accountable and know the school well</li> <li>• Staff now see their careers progression in this school</li> <li>• Student attendance is above national for all groups</li> <li>• Student outcomes are significantly above national average and few student groups under perform</li> <li>• Behaviour is excellent and high quality support is available for the most vulnerable to keep them on track</li> <li>• OFSTED Outstanding or Good</li> </ul>	<b>Level 2 (Improve)</b> <ul style="list-style-type: none"> <li>• Stable leadership is impacting on standards</li> <li>• Governors now hold leaders to account effectively</li> <li>• Staff moral and performance is consistent</li> <li>• Students attendance is now at national average</li> <li>• Student outcomes are above national average in key indicator measures</li> <li>• Behaviour is positive with few incidents of low level or serious disruption which is managed well when needed</li> <li>• OFSTED Grading Good with OFSTED Inspection pending</li> </ul>
<b>Level 3 (Repair)</b> <ul style="list-style-type: none"> <li>• Leadership has been refreshed and is stable</li> <li>• Governors know what has to be done</li> <li>• New staff well supported by MAT are delivering better learning opportunities but not everywhere</li> <li>• Student attendance is improving but still below average</li> <li>• Internal assessments of non -exam cohorts are improving but overall results are below national averages</li> <li>• Behaviour is better but still a high degree of low level disruption</li> <li>• OFSTED Grading RI/Good (but) with full inspection pending</li> </ul>	<b>Level 4 (Stabilise)</b> <ul style="list-style-type: none"> <li>• Leadership is unstable</li> <li>• Governors busy but ineffective</li> <li>• High staff turnover creates massive inconsistency of quality</li> <li>• Student attendance is significantly below average</li> <li>• Student outcomes are weak and below national averages</li> <li>• Behaviour is unsafe and chaotic</li> <li>• OFSTED Grading Inadequate</li> </ul>

The work of the School Improvement Team is to establish the stage of each school within the Trust and the level of support needed to move the school forward and continue to **enhance their provision**.

The reviews are written up by the School Improvement Team, these are collated on MS Teams. It is an expectation that the school leaders will share these with the LGC. An annual report on school improvement and external reviews is discussed with the People and Practice Committee of the Trust Board and shared with all Trust Board members.

## 4. Support

Each school receives a core offer of support from the team each year and additional days are allocated to the priority schools

As an entitlement, all schools will receive:

- EMB.
- Principal Appraisal.

- CPD offer. Annual School Performance Review with CLT
- Agree SEF
- Agree SDP
- Review Pupil Targets
- Networking groups.
- Review of OFSTED Priorities
- Pupil/staff/parent voice
- SCR Check
- Wellbeing
- Annual Safeguarding
- SEND review
- Moderation
- Attendance monitoring
- Compliance/websites
- Staffing Review
- Budget Review
- Digital learning agenda

<b>Level 1</b> <b>Academies with OFSTED Outstanding or Good.</b>	<b>Level 2</b> <b>Academies which are graded Good but are due an inspection</b> <b>Academies with a new Principal</b>	<b>Level 3</b> <b>Academies which are graded OFSTED RI or Good school but full inspection pending</b>	<b>Level 4</b> <b>Academies which are OFSTED inadequate</b> <b>Data, Leadership focus</b>
3 x Formal School Improvement visits: <ul style="list-style-type: none"> <li>• Teaching and Learning review – based on curriculum provision through HQT/HQL</li> <li>• Learning Walk</li> <li>• Work scrutiny</li> <li>• Lesson Observations</li> <li>• Deep Dive (in 1 area)</li> <li>• Observation of unstructured time and compliance checks as and when required</li> </ul>	As group 1 and additional work to focus on principal support and mentoring. <ul style="list-style-type: none"> <li>• Additional half-termly visit from SI team (in addition to formal visit).</li> <li>• New Principal bi-weekly TEAMS Forum</li> </ul>	As group 1 and 2 and additional work to move to good. <ul style="list-style-type: none"> <li>• Monthly visit from SI team plus 2-day review.</li> <li>• SLE support for identified areas.</li> <li>• Joining observations, learning walks, work scrutiny, support with curriculum implementation.</li> <li>• Pupil Progress meetings Y1 &amp; 6.</li> </ul>	As group 1, 2 and 3 and significant additional work to move to RI/good. <ul style="list-style-type: none"> <li>• Fortnightly visit from SI team plus 2-day review.</li> <li>• SLT secondment.</li> <li>• SLE &amp; Trust School Improvement officer support for identified areas.</li> <li>• External Support Commissioned.</li> <li>• Joint observations, learning walks, work scrutiny, support with curriculum implementation.</li> <li>• Pupil Progress meetings Y1 &amp; 6.</li> </ul>

## 5. Support Networks and Strategies for improvement

- Leverage both internal support through Trust school improvement officers, SLE's and external support to provide effective CPD and in school provision.
- Leadership development
- Talent management
- High quality CPD programme for all staff and governors
- Supporting Teaching and Learning Programme for Support staff
- Learning Year Group Networks
- Subject Networks
- Aspect Networks e.g., CPD Leaders Network, safeguarding, C of E
- Action Research
- Peer to Peer support
- Trust wide moderation leading to agreed standards across all aspects of teaching and learning
- Specific intervention strategies for schools

## 6. Board Assurance Framework

SBMAT school improvement strategy draws on a wide range of evidence to evaluate a school's overall performance. Each academy will have its RAG rating updated termly using the following headings:

Education	Business
<ul style="list-style-type: none"><li>• Ofsted grade</li><li>• SIAMS grade</li><li>• Pupil Premium Reviews</li><li>• Pupil attainment</li><li>• Pupil progress</li><li>• Teaching and Learning</li><li>• Behaviour</li><li>• Attendance</li><li>• Exclusions</li><li>• Safeguarding</li></ul>	<ul style="list-style-type: none"><li>• Finance</li><li>• HR</li><li>• Staffing</li><li>• Governance</li><li>• Health and Safety</li><li>• Leadership and Management</li><li>• Schools overall impact</li></ul>

## 7. Education Improvement Board Meetings

If a school is showing a range of red indicators across key areas, then the following process is applied.

EIB meeting with CLT to discuss issues and review actions and support. This will be reviewed each half term until progress is made.

## 8. Conclusion

School improvement is an ongoing strategy that ebbs and flows with the context of the schools within the Trust and external forces.

SBMAT believes that all children deserve a broad and balanced education which is stimulating and engaging whereby they are active participants in their learning.

Whilst standards and academic results are important, the holistic education of each child is at the forefront of all that we do. Learning is the core function, and our school improvement strategy is the key to releasing the potential of all.



We have a responsibility to ensure that every moment a child is in a SBMAT academy that they enjoy learning and strive hard to achieve well and fulfil their maximum potential.

## 9. The School Improvement Team

### **Lisa Sarikaya – Chief Executive Officer (CEO)**

- Strategic
- Pastoral
- Q&A Trust reviews (selection)

### **Ian Hunt – Deputy CEO and Director of School Effectiveness and Standards**

- School Improvement Reviews including Peer to Peer Reviews
- Appraisal
- Pupil Premium

### **Sean Thomson – Deputy CEO**

- Executive Leader and Business, HR, School Management and Estates

### **John Collier – Training and Development Officer**

- Teaching and Learning, CPD

### **Eva Cerioni – Training and Development Officer**

- ITT, CPD

### **Kelly Deaville – Head of Digital Transformation**

- Curriculum Development, Technology, Data Analysis

### **Sarah Cope – Compliance and Due Diligence Officer**

- Attendance, Policy Development, Website Compliance, Early Years

### **Julie Rowlandson – Sustainability Officer**

- Sustainability and carbon neutral strategy, energy management, outdoor education, Trust Events

## **Wider School Improvement Team**

- |                  |                                   |
|------------------|-----------------------------------|
| Andrea Turkman   | - Maths                           |
| Damian Collier   | - Maths                           |
| George Barlow    | - Curriculum Development          |
| Kim Webb         | - Safeguarding                    |
| Julie Rowlandson | - Pupil Parliament                |
| Linda Jones      | - EYFS/Leadership support         |
| Lisa Henshall    | - Inclusion and SEND              |
| Luci Baker       | - Curriculum Development          |
| Matt Latos       | - Reporting and Digital Support   |
| Sara Goddard     | - SIAMS/Christian Distinctiveness |

## **Executive Management Board**

- Peer to peer support networks
- SEF and SDP and School Priorities
- Triumvirates on school improvement project focus
- Pastoral



# THE ST. BART'S ACADEMY

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TRUST

St. Bart's Multi-Academy Trust  
c/o Belgrave St. Bartholomew's Academy,  
Sussex Place, Longton, Stoke-on-Trent, Staffordshire, ST3 4TP  
[www.sbmat.org](http://www.sbmat.org) T: 01782 486350