

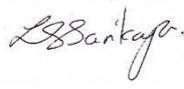


THE ST. BART'S  
**ACADEMY**  
— TRUST —

# School Improvement Strategy

January 2022

## The St. Bart's Academy Trust School Improvement Strategy

<b>Produced Date:</b>	<b>January 2022</b>	
<b>Approved by Trust Board:</b>		<b>Lisa Sarikaya</b> Chief Executive Officer
<b>Review Date:</b>	<b>September 2023</b>	

Date	Section Amended	Signature



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## 1. Rationale

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 of the children in our care that is of the highest possible quality. St Bart's Multi-Academy Trust (SBMAT) is driven by its core purpose of improving outcomes and life chances for children. An effective school improvement strategy is the key to releasing potential in leaders, staff and children alike. An effective MAT uses the school improvement strategy to help ensure accountability, drive strategic thinking and deploy resources in order to improve outcomes for children.

## 2. Approach

The SBMAT school improvement strategy is informed by both research and practice. It is subject to ongoing review, change and modification as necessary. It is a process of continuous dialogue through our internal and external partnerships about the needs of the children in our care and how we release the potential in all.

## 3. Mission Statement

The SBMAT believes that education is preparation for life and we seek to prepare each child to face life beyond the School with confidence.

- **We aspire** to set high standards for personal behaviour and self-discipline, with courtesy, consideration and respect for other people of all ages, races and cultures.
- **We aim** to deliver exciting and quality learning experience in a safe, secure and happy environment.
- **We endeavour** to achieve high standards in every aspect of school life by making the most efficient use of all the resources available.

The SBMAT is committed to improving the life chances of all children, wherever they may be. This moral obligation, our mission, does not end at the school gates, within our own Local Authorities, or even within our own country. Where St. Bart's Academies have the capacity to make a difference, they are morally bound to do so.

## 4. Core Values

Our core values are represented through the acronym: **PEACE**



**Passion** — We are privileged to be working in education, where we have the ability to profoundly change children's lives; this means that the stakes are incredibly high. Our aim is always to provide for the pupils of our Academies what we would want for our own children.

**Encouraging** — All staff have a duty and responsibility to be encouraging and supportive of each other. All our schools have a "can do" culture where excuses are never tolerated.

**Ambition** — Embodied in the Trust motto, "**Achieving schools and caring communities**". All academy members are expected to aim for excellence in their individual professional roles.

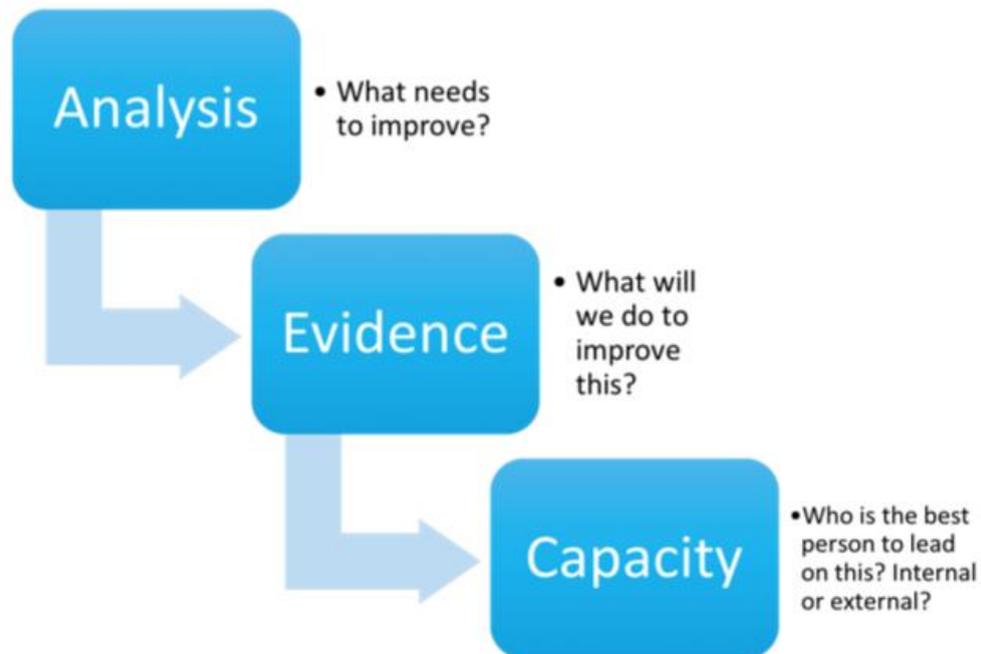
**Commitment** — In the best traditions of the profession all staff are prepared to go the extra mile to provide the best possible education for their pupils. The interests of children are paramount and guide all that we seek to do and achieve.

**Enjoyment** — The time children spend in education is precious. We have a responsibility to ensure that every moment a child is in a St. Bart's Academy they enjoy learning and strive hard to achieve well and fulfil their maximum potential.

We expect that all members of The St. Bart's Multi-Academy Trust respect and model these values. These values form the basis of initial discussions with all prospective employees of the St. Bart's Academies.

## 5. Model

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.



## 6. Strategy

SBMAT school improvement strategy draws on a wide range of evidence to evaluate a school's overall performance.

### Diagnosis

- Internal, Peer and external reviews (OFSTED, SIAMS, PP etc.)
- Quality Assurance of self-evaluation
- Data analysis
- National comparisons
- Impact of the curriculum
- Pastoral
- The quality of behaviours for learning
- Attendance data

### Interventions:

- Trust wide formative and summative assessment procedures
- Trust wide moderation leading to agreed standards across all aspects of teaching and learning
- Quality first teaching
- Specific intervention strategies for particular schools
- Specific intervention strategies for a group of schools
- Intervention strategies across all Trust schools
- Leverage both internal support through Trust school improvement officers, SLE's and external support to provide effective CPD and in school provision.
- Improve culture and attitudes for learning and behaviour
- Performance management

### Delivery for improvement

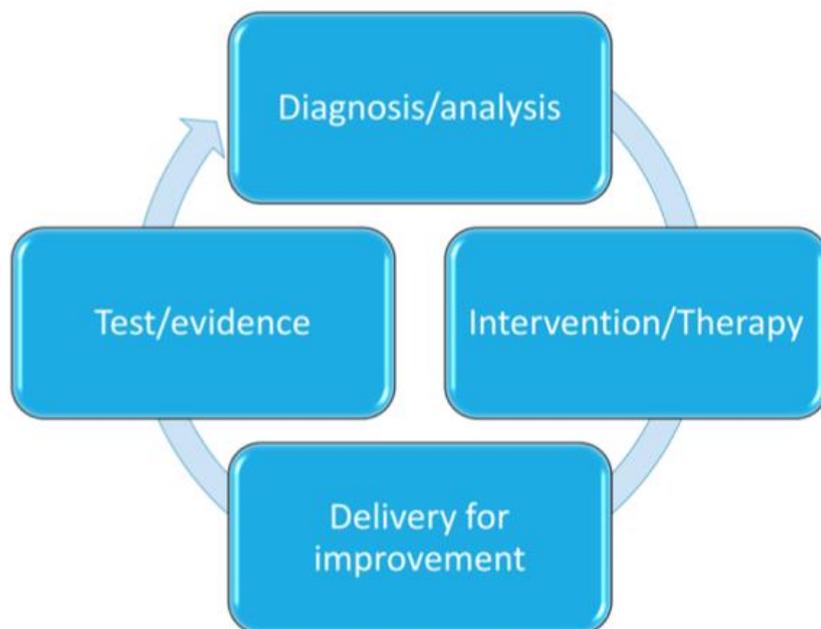
- Leadership development
- Coaching
- Talent management
- Staff deployment
- Learning Networks
- Subject Networks
- Year Group Networks
- Action Research
- Peer to peer support

### Evidence

- External, internal and peer reviews
- Data analysis
- Trust monitoring systems
- Accountability to the Trust Board
- Trust schools are the school of choice for parents
- Staff retention and recruitment
- Financial sustainability

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*



## 7. Improvement Plan

Each school will align their school development plans with the Trust priorities which have themselves been informed by the strategic direction that the Trustees, executive leadership and the school leadership have identified as areas for development.

The SBMAT Development Plan is aligned around four areas.

1. Standards and School Improvement
2. Leadership and Personnel
3. Governance
4. Finance Operations and Sustainability

The school improvement cycle will be used to ensure that diagnosis and monitoring will deliver effective improvement and will necessarily focus mainly on elements of 1 and 2 but will also, to a potentially lesser extent, involve elements of 3 and 4.

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

## 8. The School Improvement Team

See School Improvement Organisation Sheet

### Lisa Sarikaya

#### Chief Executive Officer (CEO)

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

### Ian Hunt

#### Deputy Chief Executive Officer and Director of School Effectiveness and Standards

- Lead the School Improvement Team
- School Improvement Reviews
- Appraisal
- Pupil Premium
- Lead for Data and Assessment Systems

### Sean Thomson

#### Chief Operations Officer (COO)

- (Executive Leader and Business, HR, School Management and Estates) Leading the Central Business Team, CFO etc.

### John Collier

#### Training and Development Officer

- School Improvement Officer
- CPD
- Pastoral

### Eva Cerioni

#### Training and Development Officer

- School Improvement Officer
- ITT
- CPD
- Pastoral

### Kelly Deaville from September 2022

#### School Improvement Officer

- Training and Development Officer
- CPD
- Pastoral

## 9. Other School Improvement Roles

### Executive Management Board

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

### School Improvement Team

- |                  |                              |
|------------------|------------------------------|
| - Ali Williams   | - Inclusion and SEND         |
| - Andrea Bean    | - Mental Health & Well-being |
| - Andrea Turkman | - Maths                      |
| - Carly Wright   | - English                    |
| - Damian Collier | - Maths                      |
| - Eva Cerioni    | - English                    |
| - Kelly Deaville | - Curriculum & Technology    |
| - Kim Webb       | - Safeguarding               |
| - Linda Jones    | - EYFS                       |
| - Lynn Davis     | - Pupil Parliament           |
| - Sara Goddard   | - SIAMS                      |

## 10. 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 and every 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.



# THE ST. BART'S ACADEMY

— TRUST —

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