

School Improvement Model

Yorkshire Causeway Schools Trust exists in order that our schools improve and keep improving. The aim is for every teacher to be as good as they can be, based on robust evidence, enabled through excellent professional development, and supported by strong structures for collaboration.

Our school improvement structures codify the processes that analyse need, build capacity, deploy resources, provide access to effective practice, and monitor improvements in the quality of education. Our capacity to improve is based on our collective strengths, with each school contributing to the group. This approach has been shaped through building upon the foundation of our mission statement and values, described below:

Yorkshire Causeway is an organisation in which everyone is valued and respected...

In each of our schools, a culture has been created in which professional relationships can flourish. Leaders model the values and behaviours that they wish to see in the students. There is a presumption that colleagues are acting with the best intentions. Everyone is encouraged to contribute to their own and colleagues' continuous, sustainable improvement. Time is given to listening and understanding the views of others in constructive conversations. When difficult messages need to be delivered, this is done with kindness and sensitivity. Problems are solved collaboratively, with optimism and determination. The ability to contribute effectively to a team is highly valued.

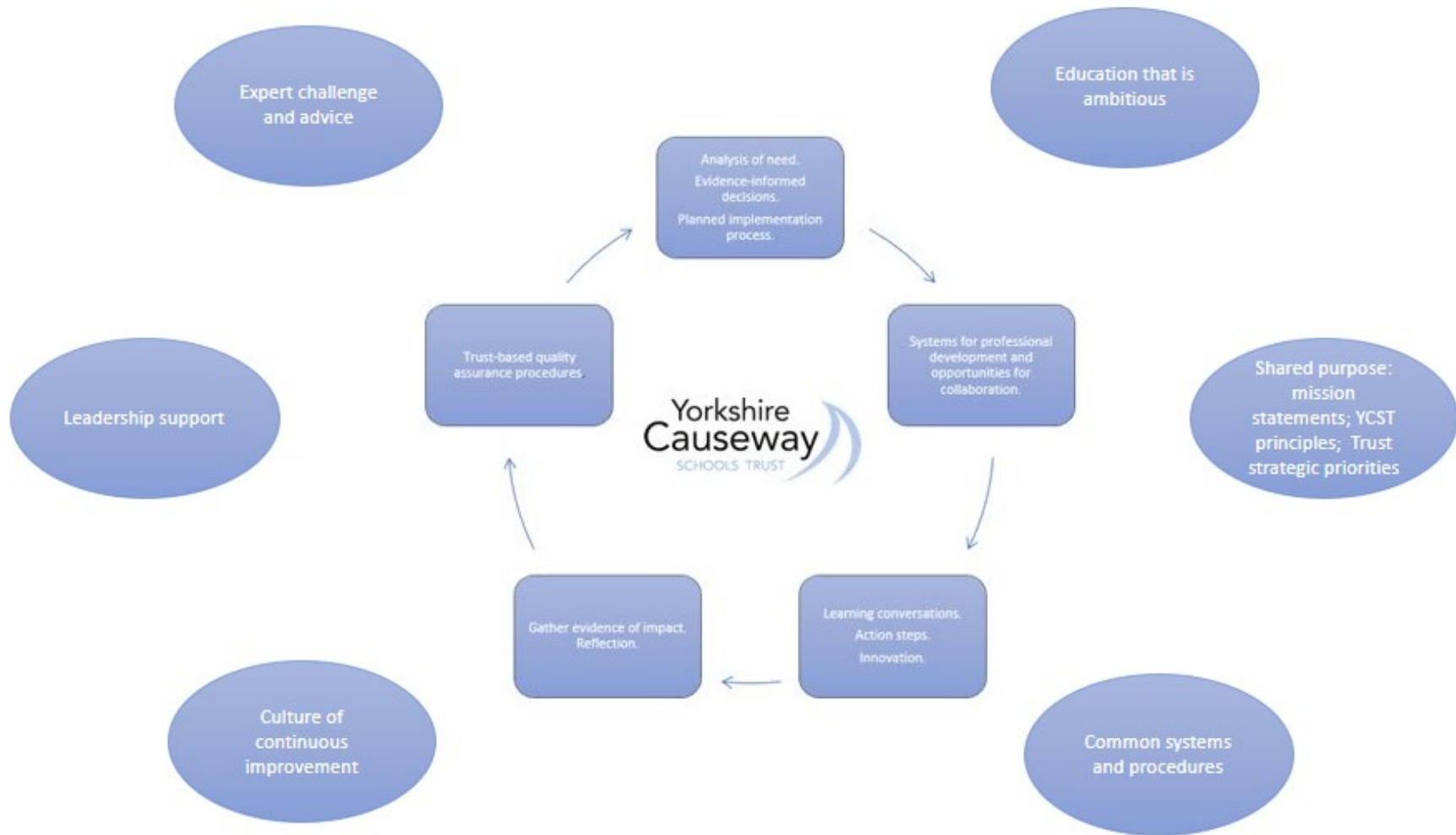
which delivers education that is ambitious for every student...

In all our schools, we provide high-quality education based on common purpose. There are trust-wide structures that enable effective collaboration, leading to continuous review and sustainable improvement. Trustees receive key information in a timely and consistent manner, enabling them to have confidence that they are acting in the best interests of the students. All children, and their families, have a positive experience of education. It is recognised that not everything that is valuable in education can be measured. The curriculum is planned thoughtfully, providing a rich, broad learning experience that enables students to flourish in the future. All students are known, supported and challenged appropriately. There are high expectations of all students, regardless of starting points or situation. Value is placed on the process of learning itself, regardless of outcome. The highest standards of behaviour are taught, modelled and celebrated.

and has integrity as its foundation.

There is a deep working partnership between our schools based on a recognition that what we are doing is important and meaningful. It is understood that we can be most effective through working together and sharing a collective responsibility. There is a culture of generosity in sharing expertise. Successes are celebrated and shared. Leaders are honest, trustworthy and reliable. Decisions are taken thoughtfully, without discrimination and using the best evidence. All staff act in an open and transparent manner allowing for trust-based accountability. Leaders exercise judgement, act calmly and rationally, and model respectful professional relationships. The professional environment offers challenge, in a supportive culture that allows individuals to be honest about where they can improve.

School Improvement Model



We believe that establishing effective professional relationships at all levels of our organisation is a pre-requisite for sustainable change. The ability to contribute effectively to a team is highly valued. Leaders are careful to ensure that staff are clear about the purpose of any change that is proposed and are mindful of any workload implications.

Our vision and values come first and set the direction, but they do not in themselves lead to improvement. We believe that thoughtfully designed systems lead to long-term progress and fill the gap between principles and practice.

We have agreed models of excellent practice which are explained in our Trust's Principles for: Teaching and Learning; Assessment and Curriculum Design. Within these we have a shared understanding and common language across our schools, based on strong evidence, in which everyone understands that what we are doing is important and meaningful. Within each school, leaders and practitioners retain the autonomy to interpret the principles according to the context.

The pace of change is intended to allow for sustained improvement, based on leaders investing time in acquiring a deep understanding of the context and stakeholders' values, beliefs, and opinions. Implementation of change is understood as a process in which the building of new ways of thinking and habitual actions takes time. This requires leaders to have a clear long-term strategy, to do fewer things better, to create a climate conducive to improvement and to adapt plans during the process. If the circumstances of a school require rapid improvement, the models already established in the Trust can be implemented quickly.

Shared purpose

Where everyone is valued and respected, where we share commitment to education that is ambitious, setting the highest expectations and where integrity is the foundation.

Our schools share a common purpose, described in our expanded mission statements and interpreted in each school's context.

Systems for professional development

- Evidence-informed models of good pedagogical practice
- Frequent and varied CPD opportunities to develop adults' knowledge
- Guidance on managing change
- Year-round approach to performance management designed to enable all staff to develop their professional knowledge and practice.
- Ongoing sharing of "best bets" from educational research
- Online learning platforms (e.g. National College)
- Regular practitioner network sessions both internally and through Yorkshire Schools Alliance
- Flexible approach to offer enhanced support when needed

Learning conversations and collaboration

- Whole-trust training days
- Network groups for each curriculum subject and other common areas of work e.g. SEND and EYFS
- Teams channels to enable sharing of professional resources and informal communication between schools
- Brokering of support between colleagues across schools
- Agreed strategic priorities
- External trust and school engagement and collaboration

Leadership support

- CPD to enable leaders to continually develop their expertise
- Regular face to face and online meetings for school leaders
- Network groups for school leaders, governance, and school business managers
- Collaborative approach to solving common and persistent leadership problems.
- Mentoring and coaching available for headteachers (including induction mentoring for new joiners to the Trust)
- Preparation for Ofsted and SIAMS inspections
- Common operational procedures and policies to release time for focussing on school improvement
- Credible professional subscriptions (e.g. Confederation of School Trusts, GovernorHub)

Monitoring and quality assurance procedures

- Agreed procedures and systems for the collection, analysis and sharing of academic and non-academic data and information
- Common procedures for self-evaluation and school development planning
- Evidence-informed models of best practice (Trust Principles for: Teaching and Learning; Assessment; Curriculum Design etc.)
- Trust strategic objectives - key performance indicators tracked by trustees
- External trust-wide audits (e.g. safeguarding)
- School Development Plans are shared and stored as 'live' documents
- Shared internal benchmarking of outcomes
- Half-termly, half-day visit from the School Improvement Lead
- A minimum of three visits per year from an external adviser
- Access to quality assurance procedures e.g. curriculum deep dives, school reviews
- Collaborative working with diocese adviser and support for SIAMS for church schools
- Regular trust-wide surveys of stakeholders
- Local governing bodies monitor as set out in Scheme of Delegation

Schedule of School Improvement activities

Annually:

Each school prepares its own detailed School Development Plan (SDP). This is then summarised on a standardised format and kept as a live document on Teams. Key priorities are RAG-rated, with progress being tracked by governors and the central team through the year.

The performance management process feeds into the school development plan.

For Trust primary schools the School Improvement Lead (SIL) meets with each Headteacher during term 1 to discuss and agree how they can be strategic in supporting the SDP. At secondary level, this takes place between the CEO and Headteacher/senior leaders.

The Trust professional development day takes place in January. Themes are planned by the Trust Leaders Group.

External review of all schools in the Trust on a theme e.g. SEND, safeguarding.

Annual surveys of pupils, parents and staff. Results are compared with previous surveys, analysed and discussed. Outcomes are used to shape discussions about strategic priorities for the Trust.

Annual governance conference.

Face to face meeting for all practitioner networks.

Termly:

School visit from the link external adviser. Themes of visits are negotiated between the Headteacher and the School Improvement Lead (primary) or CEO.

At primary level, outcomes of national tests are collated and analysed at the end of the summer term. Further analysis and discussion of FFT estimates takes place in the autumn term. Progress towards outcomes is reviewed at the start of the spring term.

Online or face to face meetings for the English, Maths, Science and SENCO networks (primary).

Half-termly:

Half-day primary school visit from the SIL (Primary) to provide support and challenge. The themes of these meetings may be specific to the school or trust wide. Headteachers may request support that is bespoke to particular need and context, e.g. working with middle leaders, learning walks, collecting pupil voice, quality assurance of a subject, or to discuss specific issues.

Face to face meetings for headteachers, CEO (and SIL (Primary)). These meetings are to set strategic direction and to provide CPD for school leaders.

Every three weeks:

The Quality of Education Network (headteachers and senior leaders) meet with the CEO and SIL (Primary) to analyse, share, discuss and action school improvement work.

The CEO meets with each headteacher for conversations and coaching that balance accountability, challenge and support.

Frequently/ongoing:

Visits from link governors. Reports are submitted to the full governing body meetings via the GovernorHub platform. Headteachers report to the Local Governing Body using a standardised format. Chairs prepare a termly summary report.

Online Teams channels enable easy communication between schools, developing resources, improving curriculum content and supporting colleagues.

Access to stored resources on Teams channels to support subject leadership and implementation of change.

Peer visits to other Yorkshire Causeway schools to distribute good practice.

CPD provided in person or on Teams according to need.

Access to curated collections of best practice in the form of policies, procedures and Yorkshire Causeway Principles.

Online communication between network leads, senior leaders and SIL (Primary).

February 2023