

The Aspire Multi-Academy Trust School Improvement Model

The Aspire School Improvement Model is in place to ensure that all Aspire academies are working together to improve outcomes for children. Central to the model is ensuring appropriate levels of

- monitoring and challenge
- support and system leadership
- intervention where needed

Our School Improvement Model relies on a strong evidence base based primarily on an academy self-audit tool completed in the summer term and on regular analysis and reviews. It therefore contains both proactive and reactive elements to effectively support the needs of our individual partner academies.

As reflected in our Scheme of Delegation, we remain committed to the principle of 'earned autonomy'. Partner academies who are successfully delivering positive outcomes for children - such that overall performance would be judged 'good' or 'outstanding' in Ofsted terms, we will adopt a 'light touch' approach. Those successful academies, however, retain the right within our model to request support in specific areas, so that, although required meetings and data submissions will be minimal, requests from the academy could lead to a number of additional visits or reviews throughout the year to further develop their practice.

Our grading of each academy will not be based solely on the academy's last Ofsted inspection, which, in some cases, could be many years ago. At the end of each academic year, a grading will be decided by the CEO – in discussion with the headteacher and subject to confirmation by the Board – which will then determine the level of support to be applied in the new academic year. This principle of the Board having the right to grade an academy differently to its last Ofsted inspection is established in our Scheme of Delegation as follows:

Key: Category: 1 = Good/outstanding; 2 = Requires improvement; 3 = Inadequate/sponsored. These may be changed for individual academies by the MAT Board Category 3 LGB may have no or minimal local representation.

Annual Level of Support for Aspire Partner Academies

The table on the following page outlines both the extent and the nature of support provided by Aspire for academies in the 3 different categories in each term in order to help each academy deliver the best possible outcomes for children. It demonstrates the minimum core 'offer' (as required by Aspire) and does not include additional support or reviews as requested by individual partner academies.

Quality Assurance (QA) visits are primarily to observe, collect and discuss emerging data, holding academies to account for pupil outcomes. QA visits will usually be conducted by the CEO. Quality Assurance visits will follow the same basic pattern for each academy in order to ensure a consistent and clear overview of performance

School Improvement (SI) visits include working with academy staff to develop and improve practice – e.g. strategic planning, team teaching, demonstration lessons etc. The SI and QA visits are the foundations of our School Improvement Model and led by a specialist team including our Aspire Lead Practitioners.

School Improvement visits will be tailored in response to each academy's data, self-audit outcomes and reviews. For category 2 and 3 schools, the visits will be more frequent and therefore able to go into greater detail to explore ways of increasing impact and to help shape the most appropriate SI programme.

Minimum Annual Level of Support for Aspire Partner Academies				
		Quality Assurance and School Improvement Activities		
Category	Frequency of Visit	AUTUMN	SPRING	SUMMER
1. Good/ Outstanding	Six days: Three termly school improvement Three termly quality assurance	<ul style="list-style-type: none"> ✓ Collaborative Plan ✓ Data Review and target setting ✓ QA Report with HT ✓ Safe-guarding Review 	<ul style="list-style-type: none"> ✓ Data Review against targets ✓ Learning Walk ✓ Progress with SDP 	<ul style="list-style-type: none"> ✓ Annual School Audit ✓ Pupil Progress data ✓ Progress towards SDP targets
2. Requires Improvement	Twelve days: Six half-termly school improvement Six half-termly quality assurance	<ul style="list-style-type: none"> ✓ Collaborative Plan ✓ Data Review and target setting ✓ QA Report with HT ✓ Safe-guarding Review ✓ SDP collaboration ✓ Work/Planning Scrutiny 	<ul style="list-style-type: none"> ✓ Data Review against targets ✓ Learning Walk ✓ Progress with SDP ✓ Work Scrutiny ✓ Lesson Looks 	<ul style="list-style-type: none"> ✓ Annual School Audit ✓ Pupil Progress data ✓ Progress towards SDP targets ✓ Lesson Looks ✓ Work Scrutiny
3. Inadequate	Eighteen days: Nine monthly school improvement Nine monthly quality assurance	<ul style="list-style-type: none"> ✓ Collaborative Plan ✓ Data Review and target setting ✓ QA Report with HT ✓ Safe-guarding Review ✓ SDP collaboration ✓ Work/Planning Scrutiny ✓ Lesson Looks ✓ Teaching and learning review ✓ Curriculum review 	<ul style="list-style-type: none"> ✓ Data Review against targets ✓ Learning Walk ✓ Progress with SDP ✓ Work Scrutiny ✓ Lesson Looks 	<ul style="list-style-type: none"> ✓ Annual School Audit ✓ Pupil Progress data ✓ Progress towards SDP targets ✓ Lesson Looks ✓ Work Scrutiny ✓ Questionnaires and pupil interviews

The **Aspire School Improvement Team** is made up from specialist staff from across our partner academies to ensure capacity is built from within to deliver the best education to every pupil across Aspire. Impact on outcomes for our children underpins the work of the team. The School Improvement Team, Quality Assurance and School Improvement activities are focussed on ensuring high quality teaching leads to the very best outcomes. Targeted support and wider improvement strategies are also offered, including within subject areas and across the wider areas of education, including: attendance, safe-guarding, data analysis and SEND provision.

The team is primarily made up of Aspire Trust Lead Practitioners. To become a Lead Practitioner for Aspire, applicants are interviewed as part of a rigorous procedure which focuses on the quality of their teaching and the impact they have on attainment outcomes and progress over a sustained period of time. Our skilled improvement team can be deployed across our partner academies to carry out reviews or according to bespoke need as identified on our annual self-audit tool. New academies joining Aspire will complete the self-audit tool with the CEO so support can be identified and put in place swiftly and appropriately.

Aspire School Improvement Team	Lead
School Improvement Lead	Kate Watson - CEO
Lead Practitioner English	Internal Aspire leader
Lead Practitioner Maths	
Lead Practitioner Teaching and Learning	
Lead Practitioner Curriculum Development	
Lead Practitioner Assessment	
Lead Practitioner Early Years and phonics	
Lead Practitioner for Vision, Ethos and Values	
Lead Practitioner Christian Distinctiveness	Ofsted rapid response team
Executive School Leaders of Aspire Partner Academies	
External Consultants if required	Including inspectors and advisors

In addition to the above, the CEO will provide headteacher performance management support to Local Governing Bodies, working with headteachers and governors to discuss and draft objectives which have a significant and direct impact on school improvement.

Part of Aspire’s improvement plan offer includes reviews, offered as part of the overall Trust improvement strategy. These are undertaken by an experienced member of staff to ensure continuing school improvement for both current and newly joined academies. Reviews result in a clear action plan and, where appropriate and as capacity allows, Trust support is offered through the team or by a partnered academy from within Aspire. Reviews are offered in the following areas:

Reviews support leaders in evaluating existing provision; help leaders decide on the actions which will have the most impact and to source resources from across the Trust and beyond to make improvement plans a reality.

Review		Lead Professional	
Subject Specific Standards Review	Review of the quality of provision of a particular subject area where a partner academy requires support in raising standards or addressing/developing leadership performance issues. This will follow a similar process to an Ofsted Deep Dive	Kate Watson - CEO	½ DAY
Attendance Review	Review of key areas of attendance as requested by individual academies or where attendance remains below national having not been addressed using schools own systems.	Lauren Hague - Aspire Social Worker	½ DAY
SEND Review	Review of the impact of all statutory and school specific SEND provision across the partner academy	SEND Lead Practitioner	½ DAY
Phonics Review	Review of the impact of school specific phonics provision across the partner academy.	Phonics Lead Practitioner	½ DAY
Safe Guarding Review	Review of the impact of all statutory and school specific Safe guarding provision across the partner academy. This includes monitoring referrals as well as the safe guarding system used to record and monitor all safe guarding incidents.	Lauren Hague – Aspire Social Worker	½ DAY
Staff and Pupil Well-being Review	Led by Aspire head teachers		½ DAY
Church School Christian Distinctiveness	Review covering the Church schools Collective Worship and RE, their ethos, and the ways in which their Christian values are outworked in the daily life of the school		½ DAY

Additional Support Process for Academies new to Aspire

School improvement model for schools new to Aspire Multi-Academy Trust		
Phase 1 Learn	<ul style="list-style-type: none"> Due Diligence process involving CEO and CFO 	
Phase 2 Prepare	<ul style="list-style-type: none"> Trust quality assurance initial visit, involving the CEO and CFO covering: Curriculum Self-Assessment Tool Lesson Looks and work scrutiny SDP and SEF evaluation with school leaders Safeguarding Review, SEND review, compliance, finance and HR. 	
Phase 3 Deliver	<ul style="list-style-type: none"> Deployment of Aspire’s School Improvement Team to support outcomes of self-assessment tool and reviews 	
	Which Area	Who leads on its implementation?
	How much time is required?	
	Safe Guarding Review and audit of practice	Aspire Social Worker ½ day to visit school to see safe guarding systems and to audit/review current practice ½ day to share best practice from across the Trust ½ day to link joining school to training programme provided and review if needed
	Curriculum (Specific areas of need identified on self-assessment tool)	CEO and Identified Lead Practitioner ½ day visit to an identified ‘green’ Aspire school to see the curriculum area in action and how it leads to excellent outcomes ½ day audit of current practice ½ day to create an action plan with the Aspire subject lead based on above audit 3 additional ½ days support to monitor progress and identify impact Impact of above judged through ongoing evaluation at monthly visits from CEO
	Teaching and Learning	CEO Lead Practitioner T&L Effective teachers from identified schools CEO and T&L Lead to observe all teachers, together with school’s Headteacher. Bespoke action plans written and in place for these members of staff where teaching is of concern. Programme of intensive support, utilising highly effective Lead Practitioners from across the Trust
Phase 4 Sustain	Joining the yearly Aspire improvement cycle:	<ul style="list-style-type: none"> New school has own section within Trust Collaborative Plan, identifying support they will receive after Phase 3 – from the Aspire Central Team and from other partner academies in the Trust. New staff able to apply for roles as appropriate as Lead Practitioners across Aspire