Humber Education Trust

School Improvement Model

2020 – 2021

A shared vision

HET is built on a shared moral purpose which places the education and wellbeing of our children at its heart. There is a strong sense of teamwork, a high degree of support and challenge and a commitment to work co-operatively within our Trust and with external partners in an unrelenting quest to achieve the best possible outcomes for all our children.

The success of our Trust to date have been achieved through collaboration whilst preserving the uniqueness and diversity of individual schools.

Core Values:

- ▶ Put children's education first
- ▶ Value the contribution that parents make in the education of their children
- ▶ Work ethically and with mutual respect and collaboration.
- ▶ Provide a welcoming, caring and safe environment where responsible, tolerant and principled global citizens can grow.
- ▶ Develop creative, enquiring and resilient learners with a thirst for knowledge.
- ▶ Promote success and celebrate effort.
- ▶ Provide a vibrant, challenging and enriching curriculum by encouraging fresh thoughts and outward-looking ideas.
- ▶ Be committed to raising standards for all
- ▶ Ensure that all staff have outstanding continual professional development and feel appreciated and supported.
- ▶ Embrace technology, to reflect the changing needs of our world.
- ▶ Play our part in this strong community and provide support for all the families within it.
- ▶ Recognise the diverse needs of our community, to ensure that students from all backgrounds thrive.
- ▶ Drive financial efficiencies, seek best value and save money in order to reinvest in the classroom.
- ▶ Be committed to 'system leadership' and having a positive impact on the lives and life chances of children within and beyond our schools.

A clearly defined Trust wide school improvement strategy

Our model for school improvement responds to the needs of all schools within the Trust and reflects their stage of development. There is no set amount of time or support offered to each school. However, capacity is built into our staffing structure to ensure we can meet the needs of all schools. The focus of support for any of our academies will be informed by a range of monitoring activities.

Standardised practices and efficiency:

We continue to develop and standardise our practices. Workload and a realistic work life balance is high profile in our schools and as we develop further we will continue to standardise processes and systems with the aim of securing greater efficiency and a reduction in duplication.

<u>Monitoring and Evaluation – within each academy, across and beyond the Trust:</u>

Each school has a termly monitoring timetable which is supported by a bespoke CPD programme. In addition, MAT and cross MAT monitoring and CPD activities have been planned and time-tabled throughout the year. There should be clear triangulation of evidence between:

- Improvement priorities
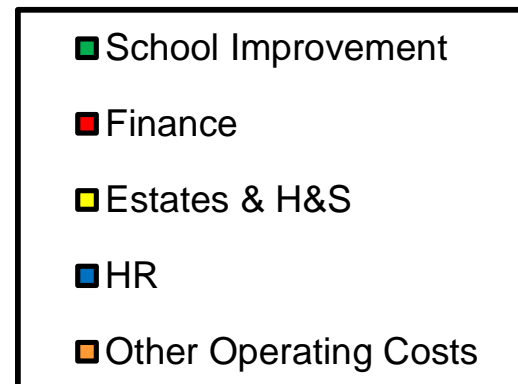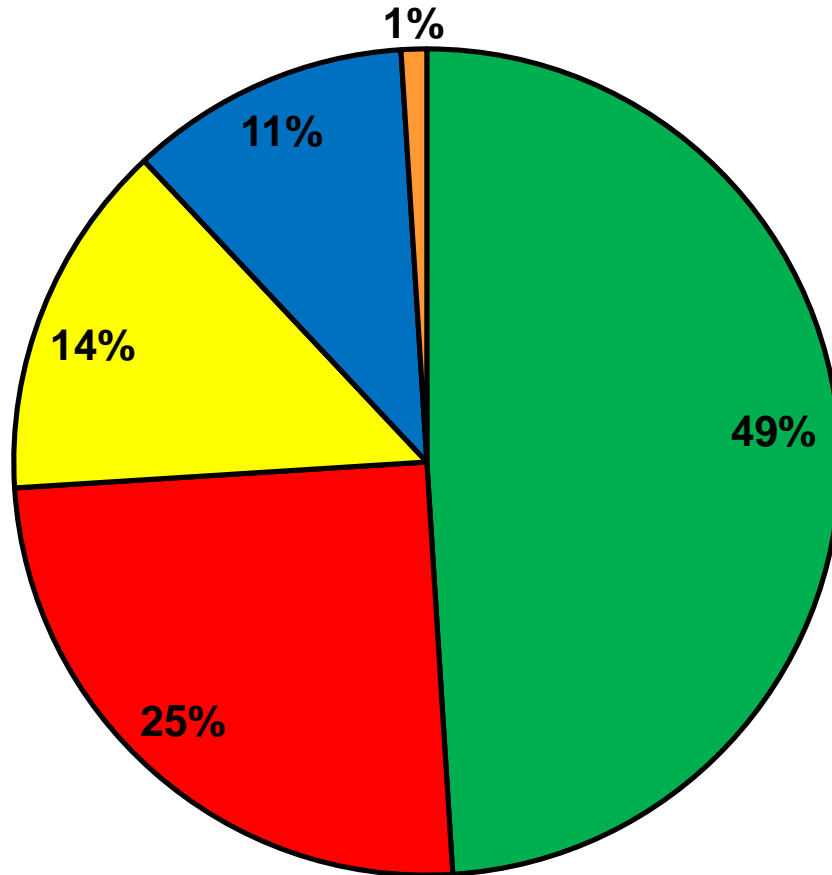- Monitoring activities
- CPD programme

Robust monitoring activities are undertaken alongside the detailed analysis of data. The outcomes inform our MAT and individual academy improvement priorities. Similarly, a more in-depth evaluation of provision can and will be undertaken. Strategies for improvement will be firmly based on best practice and underpinned by evidence-based research. There are high levels of support and challenge. We remain open and honest in our drive for excellence – only the best is good enough.

1. **Do we formally categorise our schools? How often is this reviewed? Do we do this as part of our due diligence before schools join the trust?**

	Banding of Schools
	Every year the trustees, advised by the executive leadership of the trust, band schools based on the following criteria. Any schools looking to join the trust, will be banded as part of the due-diligence process.
A	• Same criteria as Category 'B' schools but the school is utilising its capacity in order to provide **Trust brokered 'bespoke' support** to Band 'C', 'D' or 'E' school(s) which demonstrates clear impact in one or more key areas. This school is likely to receive central funding accordingly. • Regularly provides S2S Leaders and Peers to enhance the 'core offer' to all HET schools.
B	• Good/Outstanding school at most recent Ofsted inspection. • Highly effective school which is well run, has strong leadership and is clear about its priorities for improvement. • School has a track record in raising the standards that pupils achieve and has the capacity to support other schools to do better, but may not currently be doing so. • Occasionally provides S2S Leaders and Peers to enhance the 'core offer' to all HET schools.
C	• Likely to be categorised by Ofsted as a Good/Outstanding school. However, the school might be currently judged as RI but is improving and likely to be Good at next inspection. • An effective school which is already doing well and knows the areas it needs to improve. • Leadership team could be new and/or inexperienced. • By identifying the right support, both internal and by utilising HET S2S Leaders and Peers, and taking action, it has the potential to do even better.
D	• Likely to be categorised by Ofsted as a RI school. However, the school could also be currently judged as Good/Outstanding but potentially 'at risk' of being judged as RI at next inspection. • A school in need of improvement, which needs help to identify the steps to improve or to make change happen more quickly. • The school will receive a tailored package of support brokered by the central School Improvement Team. • Trustees **may consider** moving classification to 'Supported School' and increasing levy to reflect increased support required.
E	• Likely to be categorised by Ofsted as a RI/Inadequate school. • A school in need of greatest improvement and will receive immediate, intensive support. • Progress will be closely monitored to make sure that the necessary improvements take place as quickly as possible. • Trustees **will implement** 'Supported School' arrangements in line with Scheme of Delegation. Levy will increase to reflect level of intense support required.

2. What proportion of the top slice is allocated to school improvement?

Current allocation of Top Slice

Pie chart legend:
- School Improvement (green): 49%
- Finance (red): 25%
- Estates & H&S (yellow): 14%
- HR (blue): 11%
- Other Operating Costs (orange): 1%

2. How many days of school improvement does the money allocated from top slice provide across the trust? What does additional support look like?

	All Schools	Additional Band D/E Support	Bespoke / Additional Support on Offer
Band A Schools	• Target Setting/ SIP/ SEF/ PP Allocation (1.0 day FTE)		• SEF and SIP writing support • Training for Network and TRG Leaders • Governor Training • Senior Leader Training • Data Analysis • Curriculum support • Development programmes for Subject Leaders • Brokered subject support from subject experts • Teacher Research Groups • Network Groups • NQT / RQT training • Update training on new DfE / Ofsted initiatives • SEND Reviews
Band B Schools	• School Improvement Visits (3.0 day FTE) • Performance Management Support from CEO (1.0 day FTE)		
Band C Schools	• CPOMS & SCR Safeguarding Compliance Reviews (1.5 day FTE)		
Band D Schools	• Website Compliance Checks (0.5 day FTE)	• Additional 3.5 day FTE Improvement / Support Visits	
Band E Schools	• Leadership development and SEF Visits (3.0 day FTE)	• Additional 7.0 day FTE Improvement / Support Visits	

4. What capacity is there within the Trust's School Improvement Team. What skills/expertise do the school improvement team have? Are there subject leads across the trust?

Name	School	Central Team?	External Work	SLE	Statutory Moderator	HET S2S Leader	HET Subject Area Lead
Rachel Wilkes	HET	1.0 FTE	NLE				CEO
Paul Plumridge	HET	1.0 FTE	Ofsted				Deputy CEO
Berni Moorcroft	Tweendykes	0.2 FTE	Ofsted				School Improvement (Special)
Nina Siddle	HET	1.0 FTE		Finance			Business & Finance
Jan Drinkall	HET	0.4 FTE	NLE				Strategic School Improvement
Kirsten Bradley	Woodland						Safeguarding
Debbie Smith	Highlands			Assessment	KS1		Assessment & Moderation
Debbie James	Highlands			ITT, English	KS2	English	English
Vicky Barnwell	Adelaide				KS1	KS1	Phonics
Pierre Fenner	Tweendykes			SEND		SEND	SEND
Jonny Rogers	Parkstone					Curriculum	HET School Council
Sarah Young	Broadacre			Maths Mastery		Maths	Maths
Natalie Simmons	Clifton			EYFS		EYFS	EYFS
Lisa Staines	Broadacre					HT Support	
Jane Marson	C Pickering		QM Assessor	EYFS			
Suzanne Adkinson	Adelaide			Maths Mastery		Maths	
Nic Loten	Neasden		QM Assessor			HT Support	
Kelly Goucher	Neasden			SEND		SEND	
Annabelle Jackson	Neasden			EYFS		EYFS	
Sarah Thurston	Clifton				KS2		
Andrea Melia	Clifton			Reading	KS1	KS1	
Melissa Stephenson	Clifton			Curriculum		Curriculum	
Stacy Foxworthy	Clifton					Maths	
Kirsty Robinson	Clifton				KS1	Curriculum	
Lindsay Moore	Woodland					Curriculum	
Adam Coulson	Clifton					Maths	
Eddy Wharton	Ganton			SEND			
Tom Radge	Ganton					Computing	
Karen Scott	Ganton					PE	

Name	School						
Melanie Dearing	Highlands			Finance			
Katie Price	Highlands			PE, Maths		Curriculum	
Helen Smith	Highlands			KS1, ITT		KS1	
Claire Harris	Highlands			KS1	KS1	KS1	
Jayne White	Highlands		KS2 Marker	SEND	KS2	SEND	
Catherine Eastham	Highlands			Inclusion		Inclusion	
Anna Green	Highlands					EYFS	
Rachel Barton	Broadacre					English	
Katy Rookyard	Broadacre					EYFS	
Hannah Kirk	Woodland					Safeguarding	
Karen Lazenby	Woodland					EYFS (CP)	
Megan Anthony	Woodland					Maths	
Ann Yates	Frederick Holmes					Autism	
Chris Ridley	Frederick Holmes					Autism	
Karen Brockwell	Frederick Holmes					Swimming	
Laura Leeman	C Pickering			English	KS2	English	
Jane Coulter	C Pickering			Phonics	KS1	KS1	
Amy Stockton	C Pickering				KS1	KS1	
Sam Morgan	C Pickering					PE	
Joy Sandford	C Pickering					PE	
Terrie Yardley	C Pickering					Maths	
Sarah Stainton	C Pickering					KS2	
Jodie Buss	C Pickering					Forest School	
Polly Stathers	C Pickering					Curriculum	
Katy Drinkall	Kingswood Parks			Maths		Maths	
Simon Harris	Kingswood Parks					Writing	
Cathy Quantrill	Kingswood Parks					Reading	
Claire Davis	Kingswood Parks					EYFS	
Claire Davies	Kingswood Parks					Science	
Laura Carr	Kingswood Parks					Safeguarding	
Craig Williams	Maybury			ITT		Safeguarding	
Claire Donnelly	Maybury					English	
Emily Dines	Maybury			EYFS		EYFS	
Laura Wallace	Parkstone					Reading	
Charlotte Woollin	Parkstone			Maths Mastery		Maths	
Shelly Shepherdson	Adelaide					EYFS	

Name	School						
Michelle Dodson	Adelaide				KS1	KS1	
Amy Hornsby	Adelaide					Maths	
Catherine Whitelam	Adelaide					SEND	
Shaun Allison	Bude			Curriculum			
Sarah Mitchell	Bude			Maths		Maths	
Helen Johnson	St Nicholas			EYFS		EYFS	
Chris Posnett	St Nicholas					Maths	
Sarah Leaf	St Nicholas					English	
Andrea Powell	Tweendykes		Inclusion Units			SEND	
Cherish Saltan	Tweendykes					Communication	
Donna Swales	Tweendykes					Autism	
Kelly Warrington	Tweendykes					Writing	
Lizzie Pecora	Tweendykes					Sensory	
Katie Troake	Tweendykes					PSHE	
Kelly Beckett	Tweendykes					Team Teach	
TOTALS		**8**	**28**	**12**	**68**		

6. Who manages the performance of the headteachers and how are they being held to account? How is school improvement linked to performance management? How is this monitored and reviewed?

- All Headteachers are line managed by the CEO.
- The Chief Executive Officer (CEO) supports the Local Governing Body of each school in annually appraising the performance of the Headteacher and ensures performance is linked to pay progression via the Trust Board Pay Committee.
- This expertise ensures targets are set in line with School Improvement areas. Through the Trust's quality assurance strategy, the School Improvement leaders ensure each school's School Improvement targets accurately match the needs of the school.

7. How often does the trust review school data? How do we moderate and benchmark across the trust? How aligned are the schools? Is there any external scrutiny? Do we use peer review?

- The Trust collates performance data each term and reviews statutory performance annually. Schools submit their data on a termly basis and our dashboard automatically analyses performance across schools, subjects, cohorts and groups (Pupil Premium). Data is also aggregated to demonstrate a 'Trust wide picture'. The CEO, School Improvement Leaders, Trustees and School Leaders have access to the dashboard so that rigorous challenge/support can be secured on an ongoing basis.
- There are plans to share the Trust's aggregate dashboard with other local MATs in order to benchmark performance across trusts.
- Standardised assessment criteria are used to assess and moderate pupil progress and attainment at data points throughout the year. Special schools share a common assessment methodology so their data can also be benchmarked.
- Each school receives regular peer reviews led by a qualified Ofsted Inspector and supported by trust headteachers. The outcomes of these reviews are also used to support performance management (see above).
- External reviews are carried out as deemed necessary and in agreement with local governing bodies and school leaders.
- Schools have the autonomy to set their own curriculum to meet the needs of their pupils. However, school leaders work collaboratively with trust leaders on this so that the best expertise from across the trust is used to ensure that all pupils across the trust have equality of opportunity. Where a school's curriculum is judged by the trust to be less effective than that seen in the best schools, trust leaders will intervene to ensure the necessary improvements are made. This is likely to involve a change to the banding of the school and therefore an increase in both the level of support and of challenge.
- A wide range of trust wide policies are in place to ensure consistency across all schools – for staff and for pupils. The Scheme of Delegation sets out clearly where schools must follow aligned policies and procedures and where they have autonomy to develop their own policies.