

NSAT School Improvement Strategy 2020

Our Trust Vision: To nurture learning in a sustainable environment so that our whole community can thrive, aspire and succeed.

Introduction:

Our School Improvement Strategy is guided by the NSAT Mission (The NSAT Promise) and underpins the NSAT vision and is central to delivering transformational and sustainable change across our Trust Partnership. Whilst it is a powerful vehicle for collaboration and practice-sharing its primary focus and purpose is to consistently apply a strategy for improvement across all NSAT schools that leads to transformational change that stands the test of time.

We recognise that Northern Star Academies Trust is only as strong as its most vulnerable school and by working together we are more than the sum of our individual parts.

As such there is a moral imperative to allocate Trust resources according to need, including where necessary, committing financial reserves. As a Trust Partnership of Primary and Secondary schools we equally share a collective accountability and responsibility to transform children's life chances and strengthen communities.

Key Objectives

- Every school can, and should improve irrespective of their Ofsted judgement or where they are at on their improvement journey
- Strong leadership, at every level, underpinned by strong, positive and robust professional relationships
- Leaders feel supported and empowered to develop and implement a curriculum model appropriate for their context
- NSAT schools thrive because they enjoy working in partnership to identify the best ideas that unlock the academic and personal abilities in each of their learners
- There is clarity and agreement of School Improvement ownership (Trust, School, both)

Achieved by:

- Forensic diagnosis and analysis of need (Due diligence, Self-evaluation and Trust-evaluation)
- A Peer to Peer Improvement Review Model
- A systematic and precise Academy Development Plan (ADP)
- A transparent and scheduled Trust Quality Assurance process
- Strategic leadership support (NLE, LLE)
- A whole trust approach to Appraisal

- A consistent approach to ensuring that teachers and associate staff are identified, supported and developed
- A Trust-wide Talent Management Plan and Career Development Programme – where excellence exists, there is an understood methodology to codify the practice and share across the Trust
- Deployment of additional leadership capacity
- Established Trust networks for EYFS, Safeguarding and Child Protection and SENDcO
- Secondary Lead Practitioners for English and Mathematics
- Primary Lead Practitioners (**new appointments 2020*)

The NSAT approach to School Improvement: The Bespoke Model

We vehemently believe that school improvement should be sequential and sustainable – every strategic action builds upon the embedded success of the previous action, over time. Investing strategic time and resource to improvement plans are positive indicators of strong leadership and teaching over time.

Strategy + Capacity + Pace = Improvement

Our endeavour will always be to provide **equitable support and development** founded on our forensic understanding of where a school is on its improvement journey and the quality and performance of the leadership and governance of the school. To inform this knowledge and understanding we triangulate the following evidence:

- Past 3 years' student outcome data
- Accuracy of whole school target setting
- Ofsted judgement
- Trust and external Quality Assurance evidence
- The quality of the Academy Development Plan (ADP)
- Leadership model and structures
- Governors minutes and self-evaluation
- Key stakeholder feedback (Pupils, Staff and Parents)
- Day to day Cultural norms
- Integrated Curriculum Financial Planning

We believe that every school can, and should improve, irrespective of the stage they have reached in their improvement journey. We recognise that even in the best schools there are pockets of weakness and we need to be agile and highly responsive in the implementation of improvement strategies to address these weaknesses. We do this by:

- Agreeing the capacity within the school to self-improve and address weaknesses
- At Trust level working alongside the Headteacher/ SLT to ensure that progress is convincing and sustainable

- Implementing the Trust Peer to Peer Improvement Review Model (Appendix X)
- School to school collaboration – we deploy the strengths of one school to support the developing area in another school
- Accessing direct preparation for Ofsted Inspections and other external reviews
- Accessing specialist school improvement from Northern Lights TSAT /other partner Trusts – offering range of teaching, learning and leadership programmes

Our **School Improvement Cycle** (Appendix 2) begins in September and schools submit the following key pieces of evidence to the CEO / SI Directors:

- Analysis of pupil outcomes data
- Academy Development Plan
- Whole School Targets

This evidence forms the basis for dialogue and focus between the Trust central SI Team and individual Headteachers/ SLT that then leads to an agreed plan of SI Support for the term and year ahead.

Where the quality assurance of the school or Trust strategy assesses impact?

