

White Hills Park Trust: School Improvement Model

Quality Assurance

The Trust operates a Quality Assurance calendar that includes opportunities for formal review, alongside informal monitoring of performance. This leads to a thorough and accurate picture of school performance, and enables support and challenge to be provided effectively. The programme is structured in consultation with the school, and with regard to the workload and wellbeing of staff.



Term			Outcome
Autumn	Data Review	Meeting with SLT / Middle leaders Review of exams / SATs data	Academy annual Review to Trustees / LGB
Spring	Departmental / subject review	Lesson observation / work scrutiny / in-school data review / pupil voice / leadership discussion	Department / subject report to LGB
Summer	Topic-focussed review: DA / Behaviour / SEND / L&M	Lesson observation / work scrutiny / in-school data review / pupil voice / leadership discussion	Topic-focussed report to LGB

- The Executive Principal meets each school Head Teacher for a fortnightly minuted line management / quality assurance meeting, during which progress against the criteria identified in the Action Plan is reviewed and recorded.
- School 'snapshot' data is collected each term. Each Head Teacher presents their analysis to Executive Principal and LGB. Selected Trust staff have full access to all school data systems (Go4Schools).
- Where necessary, external support is contracted to provide expert analysis and advice (see below).

Annual Review

- The Trust provides an Annual Review document in the autumn term, written in a similar format to an Ofsted Section 5 report, with a number of key judgements which may range from 1 – Outstanding to 4 – Inadequate.
- This report is provided to the Trustees and the LGB, and is used as the basis for intervention where necessary.

Schools underperforming / at risk

- In the event of any key judgement graded a 3 – Requires Improvement, the Trust will work with the school to agree an Action Plan, and the Trust support forms part of the overall Trust Action Plan.
- In the event of any key judgement graded a 4 – Inadequate, the Trust will put an Action Plan in place – this may include the Trust providing direct leadership of aspects of the school's operations.

- Within the Action Plan, the Trust may allocate additional resources from central budgets – this could include additional cpd, secondments from senior leaders at other schools within the Trust, secondments onto the LGB, additional resources to give capacity for school leaders, additional support allocations from Trust leaders.
- Action plans are reviewed on a termly basis and progress reported in Executive Principal's report to Trustees.

Support

- Quality Assurance informs the School Action Plan, which will focus on key issues from the review. The School Action Plan is recommended by the Executive Principal for approval by Trust Board (by end of the autumn term).
- Trust produces school support plan, identifying key issues, and support available.
- Where staff have been identified as in need of additional support, the Trust Teaching and Learning team provides and manages individual coaching programmes. In the event that a teacher is supported through the appraisal process, this is led by the Trust Teaching and Learning team.

Development of expertise / capacity

- The Trust plays a leading role in a local cpd partnership comprising 5 local, high-performing Trusts, representing approximately 40 schools, including schools from all phases from EYFS to KS5, and a wide range of contexts. Through this partnership, we are delivering NPQ programmes to develop leadership capacity among existing staff. Schools in the partnership have agreed to share expertise and knowledge.
- Trust Teaching and Learning team provides a range of support and expertise, including support for NQTs and RQTs and school teaching and learning programmes, including whole staff and targeted cpd programmes.
- The Executive Principal is a current Ofsted Lead Inspector and has been a Local Authority Leda Adviser for both Primary and Secondary, and a Head Teacher of two primary schools.
- Trust schools are part of a formal collaboration with feeder primary schools – within the collaboration there are a number of opportunities to share and develop good practice.
- Trust schools work with external partners, including PixL and Seneca, to provide support for teaching and learning, and school management.
- The Trust is developing a succession planning framework to provide cpd for potential leaders and minimise turbulence when key staff leave.