



Oak Trees MAT Academy Improvement Strategy 2019-2020

Oak Trees Aspirations:

1. All founder academies will AT LEAST maintain their OFSTED judgement at their last inspection, as all were judged good or better in their previous inspections.
2. Academies joining the MAT will be in the position to be judged as “Good” or “Outstanding” by OFSTED within 3 years of joining.
3. High quality CPD will mean our academies will attract and retain the very best staff.
4. All academies will achieve well, with attainment and progress in all being above average in all subjects. Where attainment is not above average, progress will be above national.
5. To deliver a quality, bespoke and relevant curriculum to all pupils across the Trust.
6. To develop academy leaders to be able to drive improvement across the Trust.

Key Trust Vision of School Improvement

1. Oak Trees MAT is built on the premise of collective efficacy – schools work together for the greater good of the MAT. As we move forward, the Trust is relying less on external support and is developing its’ own group of strong leaders who can support school improvement and ensure that Oak Trees moves forward to be strong in all areas of school improvement. We want to retain our best staff and make them into our future senior leaders.
2. All our academies continue to drive improvement, no matter what the context of the academy or how well they are performing.
3. All our academies work together to support others in the MAT and not in an isolated fashion
4. All our academies work consistently to Trust policies, protocols and procedures whilst maintaining their own identity through bespoke and personalised curriculum delivery which is relevant to the personal needs of their own community.

Background

The Oak Trees MAT was formed on the basis of collaboration. The founder academies collaborated informally on many levels for many years, and this led to a more formal arrangement when the Academy Trust was established in 2017. Our approach to academy improvement is simple – improve from within using the vast amount of experience, knowledge and talent across the MAT and from outside through employing quality Trust academy improvement staff, external review and through quality CPD. This includes a large emphasis on networks and working groups on a variety of levels to develop good and shared practice and increase consistency over time as well as curriculum development through the academy improvement team. This also includes new academies, who will have talented staff no matter what their circumstances, and who will benefit from the collaborative approach of working together to

improve good practice. We acknowledge that each Academy will benefit both from the support they receive and the opportunities for academy improvement the Multi Academy Trust is able to offer.

School Improvement by Our Academies

1. **Networks/working groups** – Annually a number of networking groups are set up in order to facilitate good practice and help our academies continue to improve. These are designated according to the Trust's needs for that particular year. These are focused on areas such as SEN, mathematics, English, curriculum and Assessment. These groups are led by the CEO, School Improvement Lead, headteachers and other designated staff, who work with leaders to sharpen policy and practice and ensure that the academies, no matter what their OSFTED grading, continue to move forwards and strive to raise standards and outcomes for all their pupil no matter what their context or need.
2. **Lead professionals** – In 2019-20, we will appoint a number of Lead Professionals for the Trust from existing school staff. Their key role will be to provide high quality support in a number of key areas, such as curriculum and SEN. They will have access to external specialist training and training from the School Improvement Team, and will work cross-Trust to enhance consistency and the quality of teaching and learning. This will be a key development moving forward, as the Trust will become more self-sufficient in terms of improvement.
3. **Leadership Development** – We value our fabulous academy leaders and our aspirational leaders, and we provide support and opportunities for them to develop and grow. This includes regular CPD opportunities, including an annual leaders' day, working with our School Improvement Team, working with each other at network meetings, cross-academy opportunities and also enabling them to complete external qualifications such as NPQML and NPQSL.
4. **Sharing staff** – Oak Trees MAT relies on collective efficacy to ensure all schools perform to a high level. From time to time, staff within our academies may need support to improve on a specific aspect of their practice, or a member of staff may be underperforming. If this is the case, the academy and CEO may broker for some support from a strong practitioner from another academy to provide some coaching and support. This could be on a one-off session or over a period of weeks. This could also be a secondment if such opportunities arise and suit the needs of both schools. We feel that this is an excellent opportunity for teachers to learn from one another and for leadership development.

Academy Improvement from Outside the Academies – The School Improvement Team

As a Trust, we acknowledge that using external consultants and support is a key element of academy improvement. This not only provides us with an objective viewpoint on how we are doing as academies, but also ensures that we keep abreast of developments in education beyond our academies and the local area. To this end we are employing the following strategies to support us in our drive to improve:

1. **School Improvement Lead** – we employ a School Improvement Lead, Adrian Martin, to provide advice, support and challenge to each academy. Adrian, with the academy leadership teams, ensures that each academy is moving forward and provides an objective and honest appraisal of academy performance whilst supporting the improvement process for Headteachers. He will also develop talented leaders across the Trust and ensure that they have the opportunity to work cross-Trust and impact across all our MAT schools in many areas.

How Will Performance Be Measured

1. Key Performance Indicators and Targets will be set and monitored on an annual basis by the CEO and Board of Trustees.
2. Termly data drops will be reported to the Trustees via the MAT dashboard, and schools with concerns over performance may be requested to provide data on a more regular basis.
3. Regular teaching and learning reviews led by the MAT CEO/School Improvement Lead and reported to Trustees which highlight academy performance in all areas.

Future Vision for Trust School Improvement

- As the Trust grows, and as we are successful in bids for funding, we will further enhance our School Improvement Team. We would envisage increasing our support in a number of ways:
- Increase the capacity of the School Improvement Lead to become a full-time role.
- Increase the support from the English and maths consultants to provide enhanced support for struggling academies and to support those coming into the Trust.
- Appoint more Lead Professionals/specialists/teachers and second all LPs to the Trust for a set number of days per year to carry out school improvement work in particular areas.
- Enhance the support of external partners through timetabling a programme of review and support from external consultants.

OAK TREES MULTI ACADEMY TRUST SCHOOL IMPROVEMENT STRATEGY 2019-20

CPD	LEADERSHIP DEVELOPMENT
<ul style="list-style-type: none"> Annual joint INSET day with the focus on a topic relevant to all Trust schools. Rigorous CPD plan in place, covering Governance, Headteachers, teachers and TAs on a range of topics, such as safeguarding, curriculum. EYFS programme for 19-20 led by Early Excellence. Half-termly MAT staff meetings, focusing on relevant training, moderation and planning. ASP and SEF MAT Headteacher day annually Specific training programmes for Year 2 and 6 teachers, English and maths leads annually Bespoke internal training for and from lead practitioners in our schools. 	<ul style="list-style-type: none"> Leadership development programme for senior leaders annually including annual conference Regular CPD and network leadership opportunities across the MAT Regular Year 2 and 6 leaders' meetings throughout the year Regular English and maths subject leader meetings throughout the year Opportunities for strong leaders to support in other settings as required and agreed Set up Lead Professionals system 2019-20 to share and develop good practice across the MAT
SCHOOL IMPROVEMENT LEAD SUPPORT AND CHALLENGE	SCHOOL TO SCHOOL SUPPORT
<ul style="list-style-type: none"> The SIP Lead is responsible for coordinating support for schools to help them improve. This may be internal support from MAT staff or may from time to time be from external sources. The SIP Lead, a qualified OFSTED inspector, is responsible for ensuring the quality of teaching and learning across the MAT, including sharing best practice and acting with the CEO if a school is underperforming. The SIP Lead is also responsible for monitoring the delivery of each School Improvement Plan and ensuring that outcomes are good and supporting the Headteachers to raise attainment each year. The SIP Lead will coordinate the MAT Talent Management Programme 	<ul style="list-style-type: none"> Outstanding teachers and leaders, as required, carry out school to school support through coaching in other schools and classrooms across the MAT. Headteachers and key school leaders take part in school-to-school peer reviews. Senior leaders and curriculum leaders carry out training and offer in-school support as required across the MAT. Staff may, on agreement, be deployed in other schools for specific purposes or times of need. Lead Professionals system to be started 19-20 who will work across the MAT in specific areas coordinated by School Improvement Lead. Headteachers each year provide up to 20 days support across the MAT from school staff
MAT CEO SUPPORT AND CHALLENGE	NETWORK GROUPS
<ul style="list-style-type: none"> CEO carries out all Headteacher Performance Management, including Target Setting and setting of Key Performance Indicators for all schools. CEO regular meetings in each school to work with Headteachers and hold them to account for standards. CEO co-ordinates Trust and School Action Plan if standards are below those required. CEO reports on outcomes and school effectiveness to Trust Board. CEO initiates formal intervention of any school which does not perform at an acceptable level or any school which request intensive support. CEO coordinates support for prospective MAT schools joining the Trust including due diligence. 	<ul style="list-style-type: none"> At least termly meetings for a range of senior leaders working with Headteachers and external consultants to drive standards and consistency. Focus for 19-20 includes: <ul style="list-style-type: none"> SEN EYFS Curriculum Year 2 and Year 6 Workload and well-being English Maths Other network groups meet on an ad-hoc basis as we see fit. E.g. PE leads to organise PE events.