



LIGHTHOUSE  
SCHOOLS PARTNERSHIP

# Lighthouse Schools Partnership Education Strategy

Curriculum, Pedagogy, Inclusion and Leadership

2022-2023

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*“... the most successful Trusts are obsessed with the front-line – the quality of teachers, teaching and curriculum.... The quality of an education system cannot exceed the quality of its teachers. Nor can the quality of a school or group of schools”. A Bridge to the Future*

*CST January 2021*



## A Vision for the Future:

Theories of school improvement have come and gone. Previously, responsibility for school improvement sat with the LA and it was ‘an outside in’ model. In more recent times the locus for school improvement has been within the system and school leaders were deemed responsible for improvement. A third way is to look at school improvement as a collaborative strategic enterprise:

“We are attempting to develop a **coherence model** that embraces the complexity of leading a group of schools – one that views all aspects as integral to improvement rather than fixing one teacher or indeed one school at a time. This is improvement through deep partnership rather than improvement by initiative... of course it will be necessary to have models to improve a specific school in a trust at a specific point in its improvement journey. This proposed improvement model is at the strategic work of the trust across the group.” *The power of the group* CST 2019

As a Trust we have already begun to explore school improvement as a collaborative strategic enterprise. The development of the option of using a shared primary curriculum in 20/21 combined with the impact of the work we did together throughout the pandemic has helped us to move into a new depth of partnership. We have seen that leadership of learning at a strategic Trust level can have immediate impact in all our schools and for all our pupils in a way that bespoke individualised approaches do not.

The Confederation of School Trusts have now developed Four Propositions on School Improvement as a way of further defining this new model of school improvement (*Knowledge-building – School Improvement at scale* CST 2021). These propositions are:

1. The goal is for every teacher in every classroom to be as good as they can be in what they teach and how they teach.
2. For this to happen, we need to mobilise for every teacher the best evidence from research.
3. There is no improvement for pupils without improvement in teaching, and no improvement in teaching without the best professional development for teachers.
4. Strong structures can enable strong practice to exist in all schools.

If we accept these four propositions, then fully integrated school improvement and professional development services are essential. This integrated service will provide all schools in the Trust with strong structures to support staff to deliver the very best curriculum (what they teach) and pedagogy (how they teach) and also ensure the very best leadership in every school.



At the start of the 22/23 academic year we are very aware of the growing number of schools in our Trust and also of the diversity of our schools together with the pace and capacity each one has to move forward on their improvement journey. We are also aware that the task of curriculum design and refinement is on-going. There remain areas where we can work together and move forward at pace but there are other pieces of work which individual schools will need to take forward together, separately or in smaller groups, but can do so drawing on the strength of the collective knowledge and expertise we have built. Therefore our work on school improvement this year will include Trust strategic priorities, collaborative work between schools working on shared areas of development and also individual bespoke programmes where they are required.



# Leadership of Learning at the Strategic Level of Lighthouse Schools Partnership

The LSP integrated school improvement and Professional Learning Development Centre delivering on the above four propositions works jointly with the heads, staff and Local Governing Bodies to deliver:

## 1. An excellent curriculum in every school

The curriculum is the strongest lever we have for school improvement. CST has noted 7 features of a strong curriculum and LSP school leaders have also recognised that each school in the Trust must have a curriculum and schemes of work which have the following features:

1. Clarity about knowledge content selected – what it is and why it is there;
2. Organised by subject domain because it is the best for learning and progress;
3. Understanding that skill is the practised and fluent application of knowledge – skills are not acquired ‘naturally’ in the absence of knowledge;
4. The important of sequencing – foundation knowledge is given special attention so that there is sufficient knowledge for the next stage of learning;
5. What we teach is inherently interesting so that learning is the primary motivator;
6. Clarity about purpose of tasks and activities: to practice and embed new knowledge in long term memory, enabling knowledge to be integrated and applied with increasing fluency and independence;
7. The curriculum is the progression model – progress in learning does not happen outside a carefully sequenced curriculum.

*(Knowledge-building – School Improvement at scale CST 2021)*

The LSP primary curriculum standard and model is strong, but we know that need to embed this fully now in our schools and ensure that it is owned by staff. We also know that we need to review how this continues to develop into KS3 and KS4. We know that this curriculum work needs to continue into the coming year and be a key focus of school improvement and professional development functions.



## 2. Excellent pedagogy in every school

Once we have secured the content of the curriculum, we need to ensure that all our teachers employ the very best strategies in their teaching for embedding knowledge, skills and vocabulary. Our Professional Development centre and school improvement team will work together with staff in school to:

1. Provide Professional development and support that always has a focus on improving and evaluating pupil outcomes;
2. Ensure all work is underpinned by robust evidence and expertise;
3. Foster collaboration and expert challenge within phases and cross phase;
4. Support schools to develop a shared language of pedagogy;
5. Support the continuous improvement of the quality of teaching and learning through professional development on shared Trust priorities which all schools are working on together;
6. Embed data in its widest sense at the heart of everything the trust and each of its schools does. This will support identification of trust and school priorities and provide support for timely and focused intervention for pupils including most particularly our disadvantaged and SEND pupils;
7. Provide a network of professional links across the Trust's schools and beyond to ensure the identification, celebration and transfer of best practice, and to develop the systematic leadership of improvement.

## 3. Excellent Inclusion in every school

Our Deputy Director of Education for Inclusion, our Professional Development centre and school improvement team will work together with staff in school to ensure:





1. All staff (leadership, teaching and support staff) demonstrate a commitment to delivering good and effective learning (through planning, delivery and resourcing) for all pupils through universally available provision aligned with the LSP agreed non negotiables for universal provision or better.
2. All staff ensure that the needs of pupils who are disadvantaged in any way have their needs met in appropriate ways so that attainment and progress gaps close.
3. There is consistent identification and provision (based on robust evidence or expertise) for SEND children and young people across all schools within the Trust.
4. The Centre for CPD ensures development of a highly skilled and effective staff team within each of our schools.
5. There is strong pastoral care leading to schools becoming centres of belonging and delivering trauma informed practice.
6. There is easily accessible advice and support from specialist professionals to support our schools in delivering effective SEND practice.
7. The effective and efficient use of SEND resources to meet the needs of children and young people.
8. The Trust works in partnership with North Somerset and BANES to try and ensure that the needs of all pupils can be met within the local community (including those needing specialist provision).
9. There are strong partnerships with stakeholders (including parent /carers) leading to effective SEND provision for children and young people.
10. Children and young people are fully prepared for the next stage of their education / life.

For further information see LSP Strategy for SEND and Inclusion.







Can you  
build a mini  
beast home?



## 4. Excellent leadership in every school

Our Professional Development centre and school improvement team will work together with staff and governors in our schools to:

1. Develop strong and strategic leadership and governance at all levels which supports the wellbeing of all and is honest and open;
2. Develop leadership which is capable of securing the very best outcomes for all our children and young people and most especially our disadvantaged and SEND;
3. Develop leaders who know how to support others to be the best they can be;
4. Support church and community schools to develop and celebrate their own distinctiveness;
5. Ensure that there are the highest standards expected for attendance, punctuality and behaviour and that pupil well-being is actively promoted.



## LSP School Improvement and Professional Development Team

The LSP team is made up of the following people

Director of Education	Sharon Roberts	(Tuesday – Thursdays)	<a href="mailto:sroberts@lsp.org.uk">sroberts@lsp.org.uk</a>
Deputy Director of Education (CPD)	Janine Ashman	(Monday – Thursday)	<a href="mailto:jashman@lps.org.uk">jashman@lps.org.uk</a>
Deputy Director of Education (Inclusion)	Debbie Coker	(Full time)	<a href="mailto:dcoker@lsp.org.uk">dcoker@lsp.org.uk</a>
School Improvement Advisers	Shireen Hayes	(Tuesdays and Thursdays)	<a href="mailto:shayes@lsp.org.uk">shayes@lsp.org.uk</a>
Secondary School SIP	Deb Wring	(Independent)	
Admin support			

In order to quality assure the work of the team the Trust employ a Director of Education from another Trust for 6 days a year to quality assure judgements. The Trust also participates in Challenge Partners Trust Peer Review Processes.



## Working in partnership with our Schools (Our Universal Offer)

Each Primary School/Federation will have:

- An allocated member of the team acting as School Improvement Adviser (SIA) who will work with the school on at least six days during the year.
- An allocated member of the team or the CEO acting as Partnership Link. The Partnership Link will meet with HTs for update meetings between 6-12 times per year to provide an opportunity to celebrate achievements and also to discuss any emerging issues.

Each secondary school will have:

- a SIA for at least 4 days per year;
- A Challenge Partners Quality Assurance Review (QAR) and access to the subject QAR programme;
- Participation in the programme of Challenge Partners Middle Leader QARs.
- The CEO as their Partnership Link. The Partnership Link will meet with HTs for update meetings up to 12 time per year to provide an opportunity to celebrate achievements and also to discuss any emerging issues.

All schools are expected to have:

- A strategic 3-year plan linked to the Trust Strategic Plan (to be agreed with the Trust each year);
- An Annual School Improvement Plan (SIP) which will include common Trust priorities together with individual school improvement priorities;
- Individual/Federation self-evaluation summaries addressing OFSTED framework which inform elements of the SIP;
- In Church schools a separate self-evaluation summary based on the SIAMS framework which informs elements of the annual SIP;





## SIA Visit Protocols

- The visits will support school self-evaluation and quality assurance and also help prepare schools for inspection.
- Federations would be treated as one school.
- One adviser per school/Federation.
- Visits involve a clear plan of activities to be agreed between the school and SIA well in advance. There would be ring-fenced time for feedback on SIP, SES, Safeguarding, Attendance etc.
- SI Team have access to school data and would not expect data to be prepared for the visit
- Visits are from 9.00 – 15.00 to allow for 2 activities to take place e.g., Deep dive in core subject in the morning and deep dive in Foundation subject in the afternoon, or a review of Self Evaluation summary/ SIP etc.
- Notes of visits will include highlighted strengths, risk, and next steps so that governors are well informed. The actions will be rag-rated according to how they have been actioned on the next visit.
- Where schools have been identified as needing more support (See categorisation section) other support will be commissioned as appropriate.



**In 2022/23 the SIA primary visits will cover the following areas:**

<b>Visit 1</b>	am: Pupil facing work pm: Updates on safeguarding, website, SIP and SEF, curriculum leadership and with agreement of the 3 areas of focus for the morning sessions of visits during the year.
<b>Visit 2</b>	am: Pupil facing work pm: National data release, attendance/exclusions and Early reading provision
<b>Visit 3</b>	am: Pupil facing work pm: Data drop 1 review, Behaviour and Reading at KS2
<b>Visit 4</b>	am: Pupil facing work pm: Inclusion strategy – work towards the non-negotiables and bullying/harassment data
<b>Visit 5</b>	am: Pupil facing work pm: Curriculum development work and personal development
<b>Visit 6</b>	am: Pupil facing work pm: School Improvement priorities for the coming year in preparation for Standards meeting.

NB: All pupil facing work will always include an evaluation of provision and impact for SEND and Disadvantaged and will usually focus on one particular subject area which is a priority for the school. It is recommended that up to three areas are chosen to look at during the year so that there is an opportunity to return later in the year to evaluate the progress made.



**In 2022/23 the SIA Secondary visits will cover the following areas:**

<b>Visit 1</b>	Agreed separately with schools
<b>Visit 2</b>	Disadvantaged
<b>Visit 3</b>	Processes following assessment data analysis to shape provision
<b>Visit 4</b>	To be agreed in term 3

Challenge Partner School Quality Assurance Review (QAR) and Subject QARs will have their foci agreed locally by the school.

## **Standards Meetings**

At the end of each academic year (or as often as agreed) the school's performance will be reviewed and the school's categorisation agreed. The meeting will usually involve the Headteacher, Chair of Governors, Director of Education/CEO and SIA.

This will be formally confirmed in a note of visit and this should be shared with all governors and staff so that there is a shared awareness of the strengths and areas of development for the school.





## New Schools joining the Trust

Schools joining the Trust will be at different stages on their improvement journey. The School Improvement team will take part in due diligence processes prior to joining and this may involve schools visits and requests for information on pupil performance. This may lead to discussion of the expectations that Trust will have of the school in its approach to curriculum provision (i.e. meeting the LSP Curriculum Standards) and also support for joining the Trust Assessment Systems.

On joining the school will be allocated a school improvement adviser and partnership link and the category of the school agreed. The Trust will also provide the joining headteacher with a headteacher mentor.

## New Headteachers in the Trust

We recognise that a change of headteacher in a school is significant. Where a headteacher is new to the Trust a series of induction sessions will be planned. Where a headteacher is new to role a mentor will be appointed who is an experienced headteacher in the Trust and there is an expectation that support will be given throughout the first year of the post.

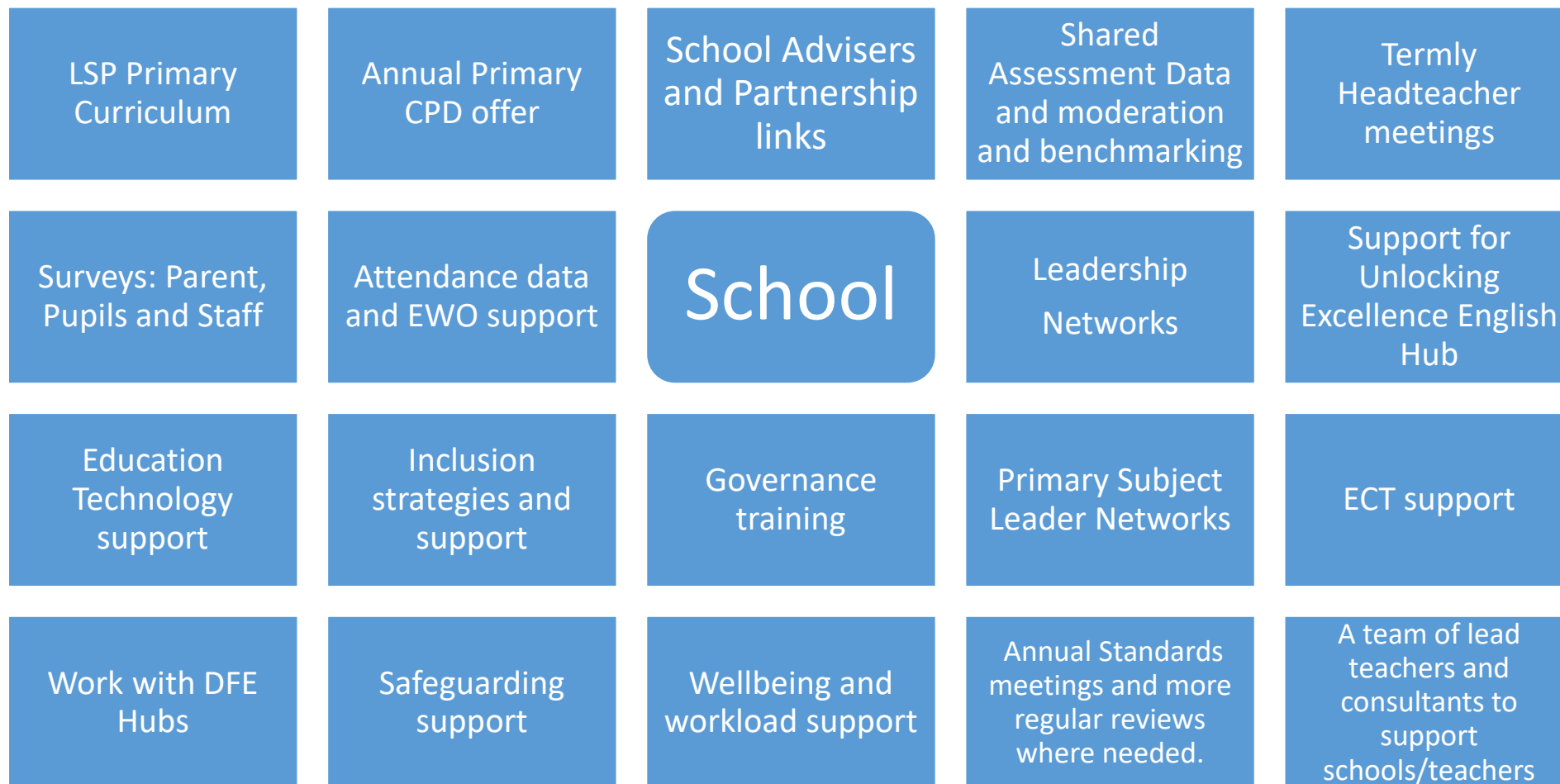
## CPD offer

LSP prides itself on the breadth and quality of the CPD offer and this is a major part of our school improvement work and support for schools. The full offer for this year can be found at: [CPD](#) Offer and [Networks](#) offer.





## We support all of our schools in the following ways:





## Our School Categorisation Process

We will use a process of categorisation to support school self-evaluation and the allocation of support and resources. It is our aim that the Trust works sensitively with school leaders in this process and whilst not repeating OFSTED processes and judgements is nevertheless to be mindful of them. This chart indicates how we differentiate support according to need. The chart also indicates the additional monitoring and accountability procedure for schools with a greater level of need.

Category	Descriptor	Evidence	Support and Challenge
<b>Excellence:</b> An excellent school with the capacity to further its own improvement and support others in their improvement journey.	<b>Children who:</b> Attend regularly, behave well, show resilience and independence, enjoy learning. Children who are active and influential, and add to school life. <b>Leaders who:</b> Grow other leaders, are willing to share expertise and support others, are relentless in their pursuit of excellent outcomes, are outward looking and learn from best practice, are ambitious, aspirational and engineer success. <b>Teachers and other staff who:</b> Have high expectations, are positive, confident and systematic in all they do, constantly seek to improve, demonstrate a clear understanding of quality first teaching, are determined	<ul style="list-style-type: none"> <li>Sharing best practice, committing to developing excellent teachers across the Trust and delivering school-to-school support within the Trust.</li> <li>Continuing to develop and grow their own effectiveness.</li> <li>Growing leaders at every level.</li> </ul>	<b>Support</b> <ul style="list-style-type: none"> <li>Annual Standards Meeting in term 6 (DE).</li> <li>6 x focused school improvement visits agreed with the school</li> <li>Quality assure SIP priorities to ensure these are appropriate and will have the necessary impact.</li> <li>Quality assure pupil progress and attainment</li> </ul> <b>Challenge:</b> <ul style="list-style-type: none"> <li>Provide school improvement support in other schools</li> <li>Engage in visiting examples of excellence nationally</li> <li>Support subject communities across the Trust and within their Hub</li> <li>Engage in research led enquiry</li> </ul>





for every child to succeed, use assessment information skillfully and make every lesson count.

**Governors who:**

Support and challenge, are proactive, know the school well and are outward facing.

**A curriculum which:**

Meets LSP curriculum standards. Has an established intent, is well designed and curated, makes link in learning and builds on children's knowledge and skills, is interesting and stimulating. Builds cultural capital.

**Ethos:**

Prepares children for global citizenship, promotes tolerance and understanding, and is highly inclusive. The school encourages high morale for all and effectively addresses issues of wellbeing and workload. Empowers and enables all in engineering success. Where the school is a church school the vision is underpinned by a clear Christian narrative and Christian values.

**System leadership:**

The school is regularly involved in the support of other local schools as e.g. a DFE Hub, and regular contributor to LSP CPD offer and moderation

- Engage skilled staff in NLE and SLE work





**Refinement:**

A good school that is on the journey to become excellent; it has the capacity in a number of areas to support other schools to become good.

**Children who:**

Attend regularly, behave well, show increasing resilience and independence, and enjoy learning.

**Leaders who:**

Grow other leaders, are willing to share expertise and support others, know what needs to happen to achieve excellent outcomes, are outward looking and learn from best practice, are ambitious and aspirational and engineer success.

**Teachers and other staff who:**

Have high expectations, are positive and confident, embrace opportunities to improve and develop, demonstrate a clear understanding of quality first teaching, are determined for every child to succeed, use assessment information effectively to ensure good progress.

**Governors who:**

Support and challenge, are proactive, know the school well.

**A curriculum which:**

Meets LSP curriculum standards Has a clear intent, is well designed, makes link in learning and builds on children's knowledge and skills, is interesting and stimulating.

**An ethos which:**

Prepares children for global citizenship,

- Has the capacity to bring about improvement in their own organisation through a clear focus on what they need to achieve to become excellent.
- Providing some support to others within the Trust.
- Able to accurately self- evaluate and prioritise next steps for improvement.

**Support:**

- Annual Standards Meeting in term 6 (DE).
- 6 x focused school improvement visits agreed with the school
- Quality assure the schools own self- evaluation, school improvement plans, pupil progress and attainment
- Make necessary improvements in provision to secure consistently high outcomes for all children
- Ensure systematic underpinning so that school structures and systems serve all children well.

**Challenge:**

- Provide some school improvement support in other schools
- Network widely with others in the Trust to offer assurance, support,
- reduce workload
- Support LSP subject networks and provide Lead teachers for work in other schools
- Share best practice with colleagues
- Look beyond the school to challenge current practice and engage in research projects



	promotes tolerance and understanding and is highly inclusive. The school encourages high morale for all and addresses issues of wellbeing and workload. Empowers and enables all in engineering success. Where the school is a church school, the vision is underpinned by a clear Christian narrative and Christian values.		
<b>Reinforcement:</b> A school that has limited but developing capacity; a school that is working towards being categorised as 'good' or fully securing a 'good' judgement but where some areas are still not good enough.	<b>Children who:</b> Mostly attend regularly, behave well, show increasing resilience and independence, and enjoy learning. <b>Leaders who:</b> Know their school improvement priorities and have plans in place to address these, make use of existing expertise from within the school and actively seek additional support, are ambitious and aspirational. <b>Teachers who:</b> Demonstrate high expectations, want to improve, and develop, embrace change, demonstrate an understanding of quality first teaching, are determined for every child to succeed, use assessment information effectively.	<ul style="list-style-type: none"> <li>• Needing to demonstrate their capacity to bring about improvement quickly and effectively.</li> <li>• Leaders needing to engage with and act on the support and advice from the School Improvement Team.</li> <li>• Where effective provision is not in place, need to adopt Trust approaches as directed by the School Improvement Team.</li> </ul>	<b>Support:</b> <ul style="list-style-type: none"> <li>• Annual Standards Meeting in term 6 (DE).</li> <li>• 6 x focused school improvement visits agreed with the school</li> <li>• Address the areas for improvement needed through the development of the school improvement plan and through additional monitoring or standards meetings as agreed.</li> <li>• Self-evaluate to identify areas for improvement</li> <li>• Provide the necessary CPD for staff to enable them to improve outcomes for children</li> <li>• Relevant support for governance</li> <li>• Broker further support from other sources where necessary e.g. English Hub or Lead teachers from Centre for Professional Development</li> </ul>





	<p><b>Governors who:</b> Support and challenge, are proactive, know the school well.</p> <p><b>A curriculum which:</b> Meets LSP curriculum standards Has a clear intent, makes links in learning and builds on children's knowledge and skills, is interesting and stimulating.</p> <p><b>An ethos which:</b> Prepares children for global citizenship, promotes tolerance and understanding, is inclusive, encourages high morale for all. Staff workload and wellbeing are regularly considered. Where the school is a church school, the vision is underpinned by a clear Christian narrative and Christian values.</p>		<p><b>Challenge:</b></p> <ul style="list-style-type: none"> <li>• Improve to Refinement within 1 year – 18 months</li> <li>• Identify strengths within the school and move to a position where this can be shared more widely</li> <li>• Utilise Hub improvement work to strengthen the school</li> <li>• Network with others in the Trust/Hub to gain timely support and reduce workload</li> <li>• Benefit from subject communities across the Trust and within their Hub</li> </ul>
<p><b>Recovery:</b> A school with limited capacity and key areas which require swift improvement.</p>	<p><b>Children who:</b> Could attend more regularly, mostly behave well but a minority disrupt learning, show some resilience and independence, gain enjoyment from learning.</p> <p><b>Leaders who:</b> Know their school improvement priorities and work with the Trust to plan the way forward, seek, value, and make effective use of additional support and advice, want the best for the children in their care.</p>	<ul style="list-style-type: none"> <li>• Standards and expectations are low.</li> <li>• No clear and sustained focus on school improvement.</li> <li>• Morale and perception of school is low – high staff absence, falling pupil numbers.</li> <li>• Needing to improve rapidly within a given Review Period.</li> <li>• Leaders needing to engage with and act on the support and advice from the School</li> </ul>	<p><b>Support:</b></p> <ul style="list-style-type: none"> <li>• Annual Standards Meeting in term 6 (DE).</li> <li>• Additional Standards Review meetings at the end of each term. (This may include Trustees).</li> <li>• Additional standardized assessments may be required.</li> <li>• 6 x focused school improvement visits agreed with the school</li> <li>• Option for a whole school review by more than one member of the team (or by external adviser)</li> <li>• Bring about rapid improvement needed</li> </ul>







<p><b>Teachers and other staff who:</b> Are developing higher expectations, want to improve and develop, understand the need for change, understand the principles of quality first teaching, understand that it is their responsibility to ensure every child to succeeds, use assessment information increasingly effectively.</p> <p><b>Governors who:</b> Support the work of the school, are beginning to challenge and hold the school to account, will take part in school improvement activity when asked, and know some aspects of the school well.</p> <p><b>A curriculum which:</b> Does not yet meet the LSP curriculum standards. Has some intent, covers the range of subjects, builds on children's knowledge and skills but lacks cohesion, interests, and engages the children.</p> <p><b>An ethos which:</b> Promotes tolerance and understanding, is inclusive, and aims to secure high morale for all. Staff workload and wellbeing are considered. Where the school is a church school, the vision is underpinned by a clear Christian narrative and Christian values.</p>	<p>Improvement Team</p>	<p>through the development of the school improvement plan underpinned by rapid improvement plans which are monitored at the regular Standards Meetings.</p> <ul style="list-style-type: none"><li>• Address weaknesses in teaching and learning</li><li>• Provide the necessary CPD for staff and governors to enable them to improve outcomes for children</li><li>• Improve the learning environment</li><li>• Implement strategies to improve behaviour and attendance broker further support from other sources where necessary including other schools</li></ul> <p><b>Challenge:</b></p> <ul style="list-style-type: none"><li>• Improve to Reinforcement within 1 year</li><li>• Utilise Trust improvement work to strengthen the school</li><li>• Network with others in the Trust/Hub to gain timely support and reduce workload</li><li>• Benefit from subject communities across the Trust and within their Hub</li></ul>
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**Repair:**

A school with significant shortcomings and without the capacity to secure their own improvement.

**Children who:**

Could attend more regularly, often experience disruption to their learning because of the behaviour of others, show limited resilience and independence, gain some enjoyment from learning, show limited amounts of pride in their learning and their school.

**Leaders who:**

Know their school improvement priorities but rely on the Trust to plan the way forward, seek additional support and advice but do not always act on it, want the best for the children in their care but do not know how to bring about the change to achieve this.

**Teachers and other staff who:**

Have expectations that are not as high as they could be, see that change is necessary but have limited capacity to do so, need further support to deliver quality first teaching, struggle to see how their work supports the learning and progress of all children, do not see that the process of assessment, planning and teaching as a cyclical process.

**Governors who:**

Care about and support the work of the school, are focused on systems and processes rather than outcomes for children, have limited knowledge of the

- As for the category above.
- Requiring rapid and direct intervention to implement improvement strategies.

As Recovery and:

**Support:**

- Rapid improvement plan drawn up with School Improvement plan, and also agreed by CEO and Trustees.
- A Rapid Improvement Team is put in place by the Trust which also includes appropriate governors.
- Implement proven schemes, systems and resources that will improve outcomes for children
- Secure effective leadership to bring about rapid change
- Full school review with more than one member of the team.
- A full review of governance to enable governors to support the rapid improvement plan.
- Additional Standards Review meetings at the end of each term. (This will include Trustees).
- A member of the School Improvement team to attend LGB meetings to support governance.

**Challenge:**

- Develop processes of school improvement that are sustainable
- Improve to Recovery within 1 year
- Utilise CPD offer work to strengthen the school
- Network with others in the Trust/Hub to gain timely support and reduce workload



	<p>strengths and weaknesses of the school.</p> <p><b>A curriculum which:</b> Covers the range of subjects but lacks design and intent, does not impact on wider outcomes and lacks cohesion, engages the children through some interesting topics.</p> <p><b>An ethos which:</b> Aims to promote tolerance and understanding, is inclusive, and aims to secure high morale for all. Where the school is a church school, the vision is underpinned by a clear Christian narrative and Christian values.</p>		<ul style="list-style-type: none"> <li>• Benefit from subject networks across the Trust</li> </ul>
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With grateful thanks to the **Diocese of Salisbury School Trust**; their work was used with permission as a basis for this categorisation.

The Trust will also apply the DFE guidance on how to work with schools to support improvement to education performance and intervention powers as outlined in [DFE Schools Causing Concern 2022](#).

Church schools will follow a similar categorisation process against the SIAMS framework.



## The Role of School Governors

Governors play an important role in the school improvement process. The core roles of governors are to:

- ensure there is clarity of vision, ethos and strategic direction;
- hold the executive leaders to account for the educational performance of the organisation and its pupils; and the performance management of staff; and
- oversee the financial performance of the organisation and makes sure its money is well spent.

Understanding the evaluation and feedback from the school improvement visits and peer reviews is essential if governors are to deliver their roles successfully. The school improvement strategy will provide governors with expert and external guidance in reaching conclusions about the impact of leadership on the quality of teaching.

Governors do not observe lessons directly themselves, but they are encouraged to shadow school improvement advisers and peer reviewers so that they can have a deeper view of the process than written reports can provide. For this reason, it is requested that at least one governor is present for some or all of a school improvement visit or activity. In most cases school improvement reports will be presented to the Local Governing Body by the Headteacher. Having a governor's independent view of this process increases the robustness of the process.

The Board of Trustees delegate the detailed scrutiny of school improvement reports to Local Governing Bodies. The Board will receive a summary report from the Director of Education, but Local Governing Bodies should be clear that the oversight of the educational performance sits principally with them. Successes and concerns should be transparently communicated through LGB minutes and highlighted in the RAG section of the minutes. Governors are always welcome to seek support or advice from the Director of Education, Chief Executive Officer or Chair of Trustees.



# Trust School Improvement/Professional Development Priorities for 2022/2023:

## Shared Primary and Secondary Priority:

1. The introduction of Provision Map

## Primary Priorities:

1. To review the LSP curriculum following the first implementation of this in 2021-2022.
2. All staff (leadership, teaching and support staff) demonstrate a commitment to delivering good and effective learning (through planning, delivery and resourcing) for all pupils through universally available provision aligned with the LSP agreed non negotiables for universal provision or better.

## Secondary Priorities:

1. Disadvantaged gap
2. Processes following the collection of data
3. Finding good practice models to share across all our secondary schools.

## Other strands of work:

- LSP leadership pathways - Early Career Framework, Middle leaders, NPQs and DHTs and Preparing for Headship.





