



LIGHTHOUSE SCHOOLS PARTNERSHIP

SCHOOL IMPROVEMENT STRATEGY

2025-2026



Contents Page

Section 1: The Lighthouse Schools Partnership School Improvement Strategy

Section 2: Applying the EEF Implementation Process At Lighthouse Schools Partnership

Section 3: Working in Partnership With Our Schools

Section 4: Effective Leadership at Lighthouse Schools Partnership

Section 5: Primary and Secondary School Improvement Partner Visit Schedule

Section 6: School Improvement Partner Visit Protocols

Section 7: A Lighthouse Schools Partnership School Subject Review

Section 8: Intent, Implementation and Impact At Lighthouse Schools Partnership

Section 9: Lighthouse Schools Partnership School Improvement Review Methodology

Section 10: Our School Categorisation Process

Section 11: Schools Causing Concern

Section 12: Peer Review

The Lighthouse Schools Partnership School Improvement Strategy

At Lighthouse Schools Partnership we view school improvement as a collaborative strategic enterprise.

We believe that improvement will happen as a result of deep partnership through a coherence model rather than 'fixing' one school at a time.

We empower our Headteachers to be the school improvement lead for their school. Supported by the core offer, central team and their identified School Improvement Lead, Headteachers lead their school's improvement journey.

Our goal is for every teacher in every classroom to be as good as they can be in what they teach and how they teach. To achieve this, we need to mobilise every teacher and every leader with the best evidence from research because there is no improvement for pupils without improvement in teaching, and no improvement in teaching without the best professional development for teachers. For this to happen effectively we need to create strong structures to enable strong practice to exist in all of our schools.

Our school improvement strategy identifies how we will work with individual schools and the collective group of schools within the Trust to add value through a deep partnership where our schools flourish and thus deliver: an excellent curriculum in every school; excellent pedagogy in every school; excellent inclusion in every school and excellent leadership in every school.

Our school improvement strategy aims to provide clarity around the expectations, values, roles and responsibilities which we adopt in our school improvement model to action the beliefs that we hold as a Trust.

When carrying out its school improvement, Lighthouse Schools Partnership will:

- Hold in regard the schools' agency through valuing their self-evaluation
- Create, maintain and foster strong relationships between schools and the Trust
- Promote a school-led system as the principal driver for constructing sustainable school improvement, for sharing good practice and being held to account
- Further the equity of offer across the Trust as a whole
- Intervene at the earliest opportunity and commission bespoke support to prevent schools becoming a cause for concern
- Take into account the factors that impact on pupil progress and attainment across all phases
- Promote effective partnership and collaboration, to identify, share and develop outstanding practice



School Improvement at Lighthouse Schools Partnership



School training and development plan	Self-evaluation and development planning	
Performance development	Staffing structure	School governance
Headteacher = School Improvement Lead for the school		

School Categorisation	Headteacher performance development and line management
Standards reviews	SIP visits
School Improvement Partner = leadership support, challenge and quality assurance	

Should be used effectively by...

LSP Core Offer

Informs what is included within the annual ...

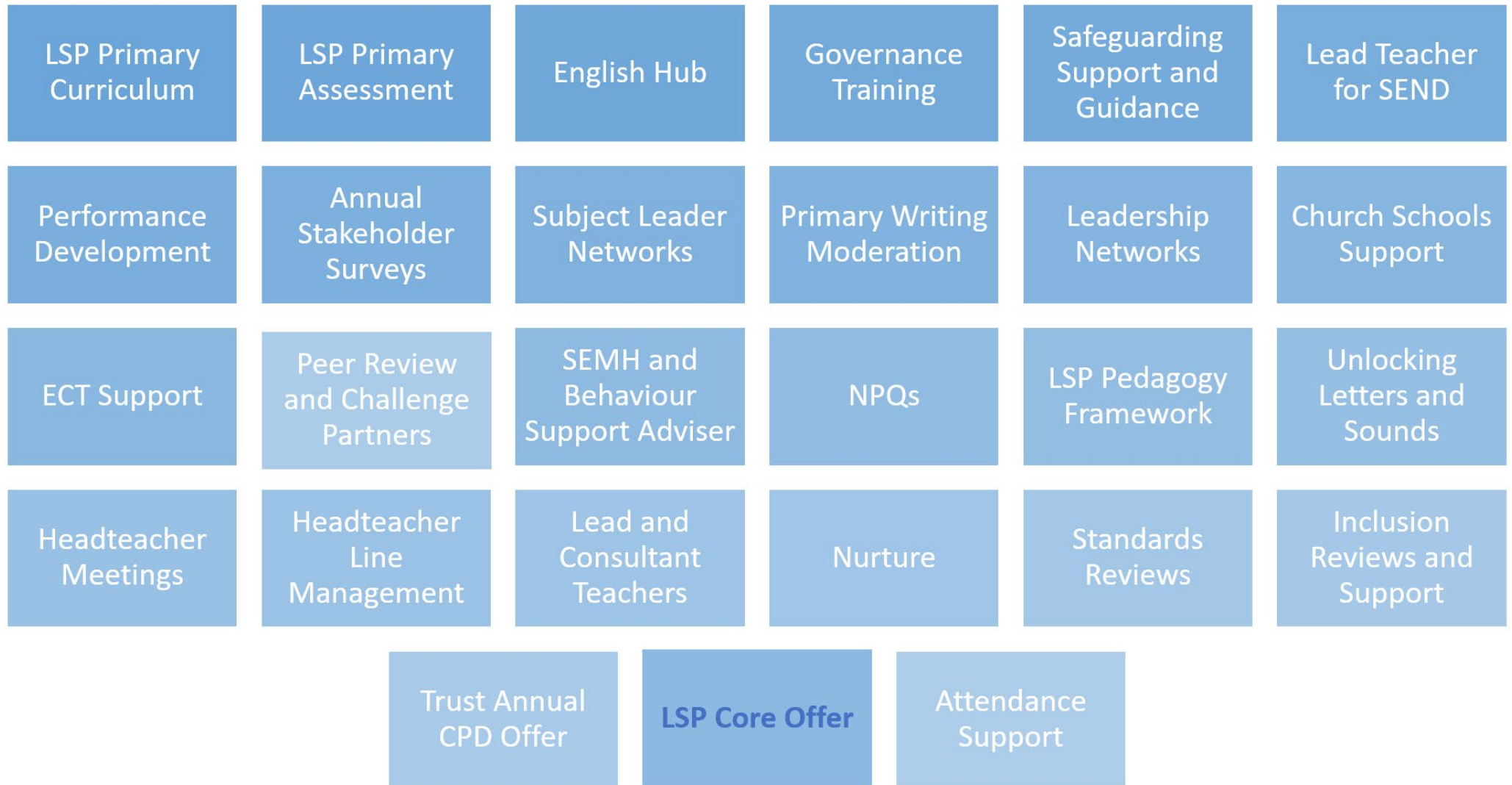
Trust Strategic Plan

Informs and shapes the content and actions of...

Trust Vision and Values	Feedback and evidence from schools	MAT Assurance Framework and Trust Quality Descriptors	OFSTED and SIAMS Framework	Evidence informed research and practice
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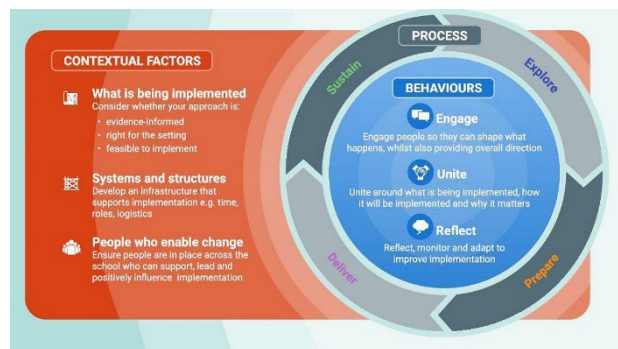
The Core Offer

At LSP the school improvement offer is about so much more than access to a School Improvement Partner. We provide educational support and guidance through a wide range of activity - this is known as our 'core offer'.



Using the EEF Implementation Process At Lighthouse Schools Partnership

At Lighthouse Schools Partnership we use the EEF Guide to Implementation in order to help leaders at all layers of the organisation implement change and evolve/ further develop our practice. We understand that effective implementation is a process, not an event which needs planning and executing in stages.

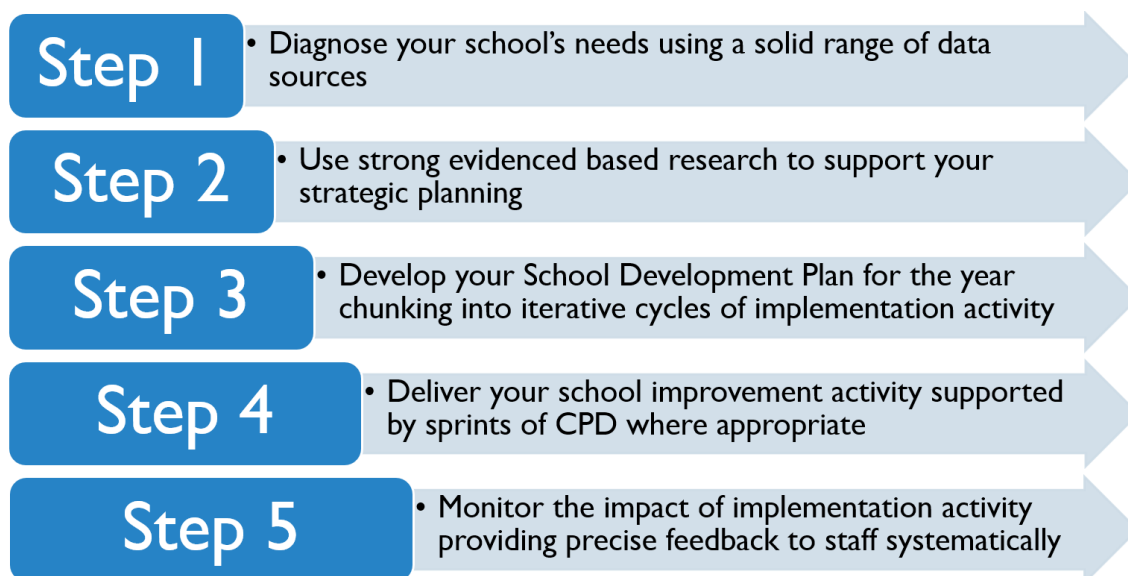


1 Treat implementation as a process, not an event; plan and execute it in stages.	<ul style="list-style-type: none"> Allow enough time for effective implementation, particularly in the preparation stage; prioritise appropriately.
2 Create a leadership environment and school climate that is conducive to good implementation.	<ul style="list-style-type: none"> Set the stage for implementation through school policies, routines, and practices. Identify and cultivate leaders of implementation throughout the school. Build leadership capacity through implementation teams.

EXPLORE 3 Define the problem you want to solve and identify appropriate programmes or practices to implement.	PREPARE 4 Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.	DELIVER 5 Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time.	SUSTAIN 6 Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture its use.
<ul style="list-style-type: none"> Identify a tight area for improvement using a robust diagnostic process. Make evidence-informed decisions on what to implement. Examine the fit and feasibility of possible interventions to the school context. Make an adoption decision. 	<ul style="list-style-type: none"> Develop a clear, logical, and well-specified implementation plan: <ol style="list-style-type: none"> Specify the active ingredients of the intervention clearly; know where to be 'tight' and where to be 'loose'. Develop a targeted, yet multi-stranded, package of implementation strategies. Define clear implementation outcomes and monitor them using robust and pragmatic measures. Thoroughly assess the degree to which the school is ready to implement the innovation. Once ready to implement an intervention, practically prepare for its use: <ol style="list-style-type: none"> Create a shared understanding of the implementation process and provide appropriate support and incentives. Introduce new skills, knowledge, and strategies with explicit up-front training. Prepare the implementation infrastructure. 	<ul style="list-style-type: none"> Adopt a flexible and motivating leadership approach during the initial attempts at implementation. Reinforce initial training with expert follow-on support within the school. Use highly skilled coaches. Complement expert coaching and mentoring with structured peer-to-peer collaboration. Use implementation data to actively tailor and improve the approach. Make thoughtful adaptations only when the active ingredients are securely understood and implemented. 	<ul style="list-style-type: none"> Plan for sustaining and scaling an innovation from the outset. Treat scale-up as a new implementation process. Ensure the implementation data remains fit for purpose. Continuously acknowledge, support, and reward good implementation practices.

We have aligned planning processes across the Trust for school development planning to support a shared understanding of effective implementation. Our documentation supports planning, training and monitoring. Our 5 step process for school development planning, implementation and monitoring is designed to align with the EEF model.

Our 5 step model to school development planning



Working In Partnership With Our Schools

Each Primary School/Federation will have:

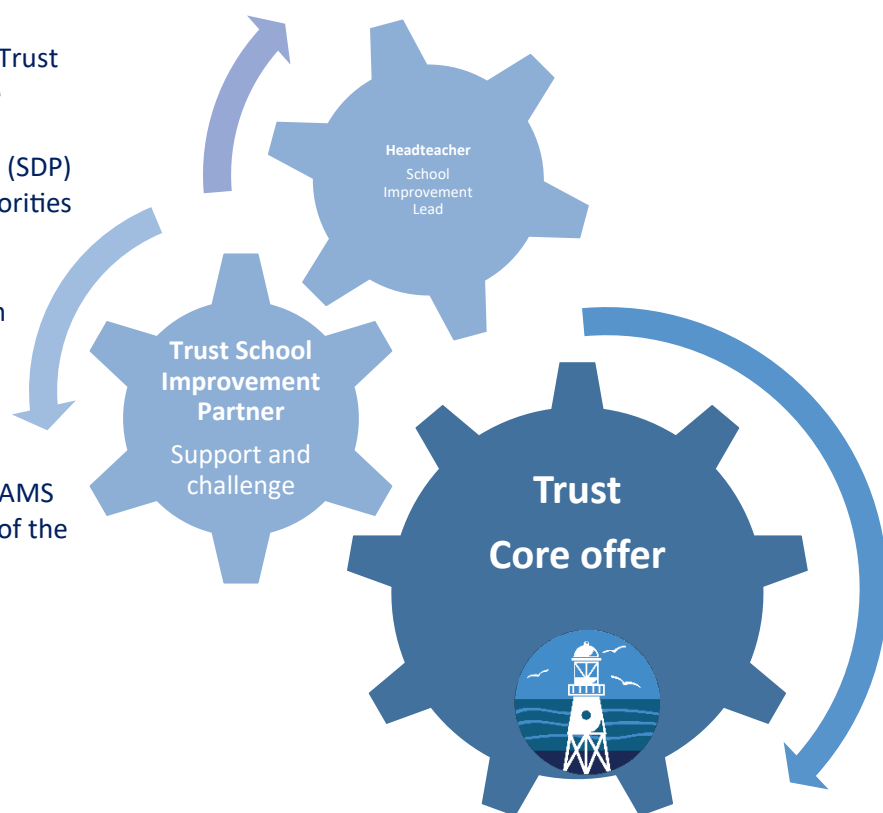
- Either an allocated member of the central education team or another Trust Headteacher with a proven track record of driving improvement in their own school acting as the School Improvement Partner (SIP). They will work with the school on at least 4 days during the year to provide quality assurance and support/ advice related to the strengths and areas for development of the school as identified by school categorisation, SEF and the SDP.
- A mid-year standards review in term 4 to review academic performance of pupils within the school.
- An annual standards meeting in term 6 to review unvalidated data at statutory data points and standardised data for all other year groups. During this meeting the school will be categorised using the LSP Standards Handbook and SDP priorities for the year ahead will be reviewed and agreed.
- Headteacher line management provided by a member of the central education team who is most likely to also be the School Improvement Partner. They will meet on a termly basis to provide structured support and challenge around key areas of school leadership and development during 1:1 meetings.
- Regular Trust Headteacher meetings to support the leadership and implementation of Trust and school strategic priorities.

Each secondary school will have:

- At least 4 visits a year which are specifically focused on school improvement and include leaders from other schools within the Trust and beyond.
- The opportunity to request a Challenge Partners' Review and engage in external visits.
- A subject based review which is led by Teaching and Learning leads and subject leaders.
- The Director of Secondary Education as their school improvement partner.
- Fortnightly meetings with the other secondary Headteachers.
- A termly review meeting with the DoS and the CEO.
- Fortnightly on site 1:1s with the DoS.

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 Development Plan (SDP) which will include common Trust priorities together with individual school improvement priorities.
- Individual/Federation self-evaluation summaries addressing areas of the OFSTED framework which inform elements of the SDP;
- In Church schools a separate self-evaluation summary based on the SIAMS framework which informs elements of the annual SIP.

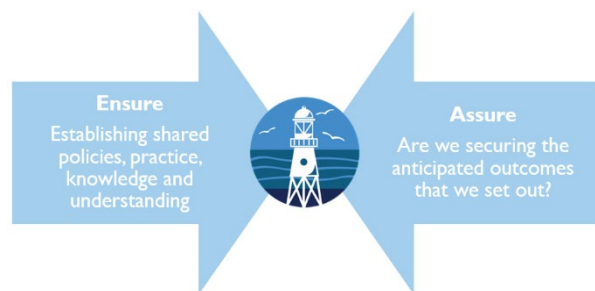


Effective Leadership at LSP

Evidence and research consistently demonstrates that effective leadership is one of the most significant drivers of school improvement and pupil outcomes, second only to high quality classroom teaching. When leaders at all levels in the organisation are strategic, values driven and are focussed on outcomes for all pupils, there is a strong correlation with high performance.

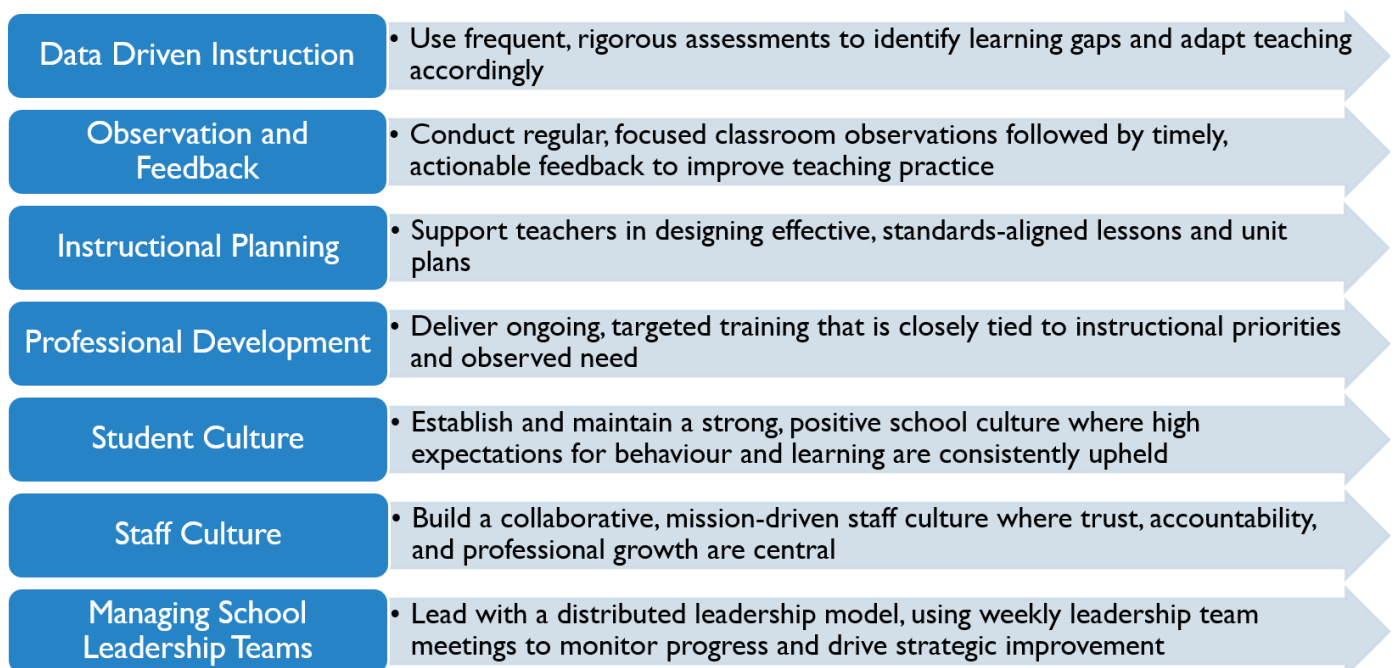


For this reason, at LSP we expect and empower our leaders to be brave and fierce enough to make a difference to the lives of our children – especially those who are disadvantaged or have a SEND need. To achieve this we focus relentlessly on creating a culture of high expectations, supported by strong policies, systems and processes that are led by exceptional leaders who secure change effectively, leading to strong outcomes for our pupils.



Because we know that leadership is key to driving effective school improvement, we train, support and challenge leaders at all levels of our organisation to securing effective change – this approach is built into our Performance Development Policy. As part of our training package we intentionally use the materials from Leverage Leadership so that leaders can **ensure** that shared policies and practices are enacted and know how to systematically seek assurance that this is securing the intended outcomes.

The Seven Levers to Executing Quality Instruction and Culture (Leverage Leadership)



Characteristics of a Highly Effective Leader at Lighthouse Schools Partnership



We have also set out a common framework for the characteristics of a highly effective leader across our schools matched the Trust values. The framework is used as an audit and reflection tool linked to the Performance Development Policy for school leaders and their teams. We use the information from this to plan and support high quality CPD which meets the needs of individuals and trends across the school and/or Trust.

Value and link to leadership domain	Characteristics	Summary	Potential exemplification
Achievement (Instructional excellence)	Sets and models high expectations	Leaders set ambitious goals and model high standards for all, especially priority pupils	Sets a clear and lived out vision for the school with strong underpinning values
			Triangulates data sources to ensure aspirational targets are set for pupil's achievement
			Uses exemplars to set standards of excellence for staff and pupils
	Uses data to drive improvement	Leaders use data to inform instruction and close achievement gaps	Publicly celebrates success when pupils achieve well
			Ensures that all pupils are fully included in all aspects of school life
			Leads regular data meetings to analyse pupil progress to prioritise targeted support
	Prioritises impactful teaching	Leaders focus on high-quality teaching as the primary driver of achievement	Ensures that staff adapt teaching plans to address gaps in learning
			Tracks the progress of disadvantaged and SEND pupils with precision to secure strong outcomes
			Ensures that staff receive regular high quality CPD linked to the SDP and triangulated monitoring
			Effectively schedules and enacts a programme of regular instructional coaching for staff
			Uses evidence and research of what works in the most effective schools to plan school improvement activity

			Regularly seeks assurance that training is being effectively enacted and is securing strong outcomes
	Emotionally Intelligent	Leaders manage emotions to support others and maintain focus on goals	Responds calmly to underperformance using the agreed systems and processes, focusing on solutions to barriers Is clear and kind to build trust during challenging conversations
	Self-Aware	Leaders reflect on their impact and seek feedback for growth	Reflects accurately on leadership impact using feedback Seeks coaching to improve own instructional leadership skills

Value and link to leadership domain	Characteristics	Summary	Potential exemplification
Equity (Ethical & Inclusive Leadership)	Champions priority pupils	Leaders advocate for and prioritise the needs of priority pupils	Leads pupil premium and inclusion strategy meetings well to address gaps for pupils
			Prioritises high-quality teaching, targeted support, and curriculum access for all
			Advocates for and secures inclusive curriculum and pedagogy design
	Makes decisions based on equity	Leaders allocate resources and make decisions to ensure fairness	Allocates resources based on need, not equality
			Uses data to identify and seek assurance that gaps are closing
	Builds inclusive cultures	Leaders create environments where all feel valued and included	Promotes diverse representation in all aspects of the school's work
			Challenges language or actions which are not in line with the Trust or school's vision and values
	Adaptable	Leaders respond flexibly to meet diverse needs	Makes reasonable adjustments to policies to meet individual needs
			Where plans are not securing intended outcomes can evaluate and adapt the plan
			Ensures that that adaptive teaching strategies are used including flexible grouping and appropriate interventions in a timely way
	Bold & Brave	Leaders make courageous decisions to promote equity	Challenges inequitable, inadequate or ineffective practices
			Makes courageous decisions and is willing to take a risk

Value and link to leadership domain	Characteristics	Summary	Potential exemplification
Collaboration (Coaching & Team Development)	Instructional leadership	Leaders are deliberately deeply involved in curriculum, teaching and assessment decisions	Deliberately guides and supports curriculum, pedagogy, and assessment decisions
			Encourages and champions cross-school collaboration or support
	Distributed leadership	Leaders celebrate others' success and empower their growth	Identifies and nurtures leadership potential across the team, providing opportunities for staff to lead key initiatives
			Delegates responsibilities with trust, enabling others to shape strategy and drive improvement in their areas of expertise

			Successes—both big and small—are regularly recognised in staff meetings and communications, fostering a culture of shared achievement
	Socially perceptive	Leaders manage team dynamics with empathy and insight	Listens to staff concerns and responds with practical support that fosters trust
			Navigates conflict calmly and constructively, ensuring all voices are heard and relationships are preserved
			During times of change, leaders communicate with compassion and clarity, recognising the emotional impact on staff and pupils

Value and link to leadership domain	Characteristics	Summary	Potential exemplification
Community (Relational Leadership)	Communicates with clarity and compassion	Leaders build trust through transparent and empathetic communication	Shares key decisions and the reasoning behind them with staff and families, promoting openness and understanding
			Regular, clear updates celebrate successes and acknowledge challenges, fostering a sense of shared purpose and trust
			Has an open-door policy for staff, families and the community
	Builds partnerships	Leaders engage families and external partners in school life	Works closely with families through regular forums and workshops to strengthen home-school collaboration
			Builds strong relationships with local organisations to enhance enrichment opportunities and wraparound support for pupils
			Invites families and the community to contribute to school events and decision-making, reinforcing a shared sense of ownership and belonging
	Listens and responds to community needs	Leaders adapt based on feedback from stakeholders	Seeks stakeholder feedback regularly and responds to feedback meaningfully
			Ensures that there are a range of ways for the community to feedback on the priorities and impact of the school
	Flexible	Leaders respond flexibly to changing community needs.	Adjusts leadership style to suit context
			Responds flexibly to crises or change

Primary and Secondary School SIP Visit Schedule

Following categorisation in the summer term, the number of SIP days will be agreed with the school. SIP days will be allocated based on a number of factors including school categorisation, significant changes in leadership and the anticipation of an OFSTED visit.

Alongside line management meetings, SIP visits will be used to support the implementation of the SDP priorities and to quality assure areas of strength/ areas for development from the SEF. Headteachers and SIPs should agree how time will be used for the year ahead at the beginning of the year. Across the year the SIP should gain a fully rounded picture of:



- **Quality of education:** through subject reviews of both core and foundation subjects, standards reviews as well as evaluation of the effectiveness of the PP strategy and the Sports Premium Strategy (primary).
- **Behaviour and attitudes:** through subject reviews, evaluation of behaviour data including suspensions and exclusions and evaluation of attendance.
- **Personal Development:** through pupil voice, parent voice and a review of the personal development offer
- **EYFS:** through subject reviews and a specific review of EYFS curriculum and pedagogy and transition to KS1
- **Post 16:** through curriculum reviews
- **Leadership and management:** through the full range of activity across the year.

When evaluating each of these areas, leaders will pay particular attention to the impact of actions on securing stronger outcomes for priority pupils.

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

Line Management meetings

On a termly basis, the SIP (primary schools) and Director of Secondary (secondary schools) will meet with the headteachers of the schools they are responsible for termly line management meetings. The agenda for these meetings is agreed in advance and typically last between 1-1.5 hours. The purpose of these meetings is to discuss: progress towards areas of development from the SDP; leaders analysis of information gained through monitoring activity; sections of the SEF; the use of financial resources; HR including recruitment.

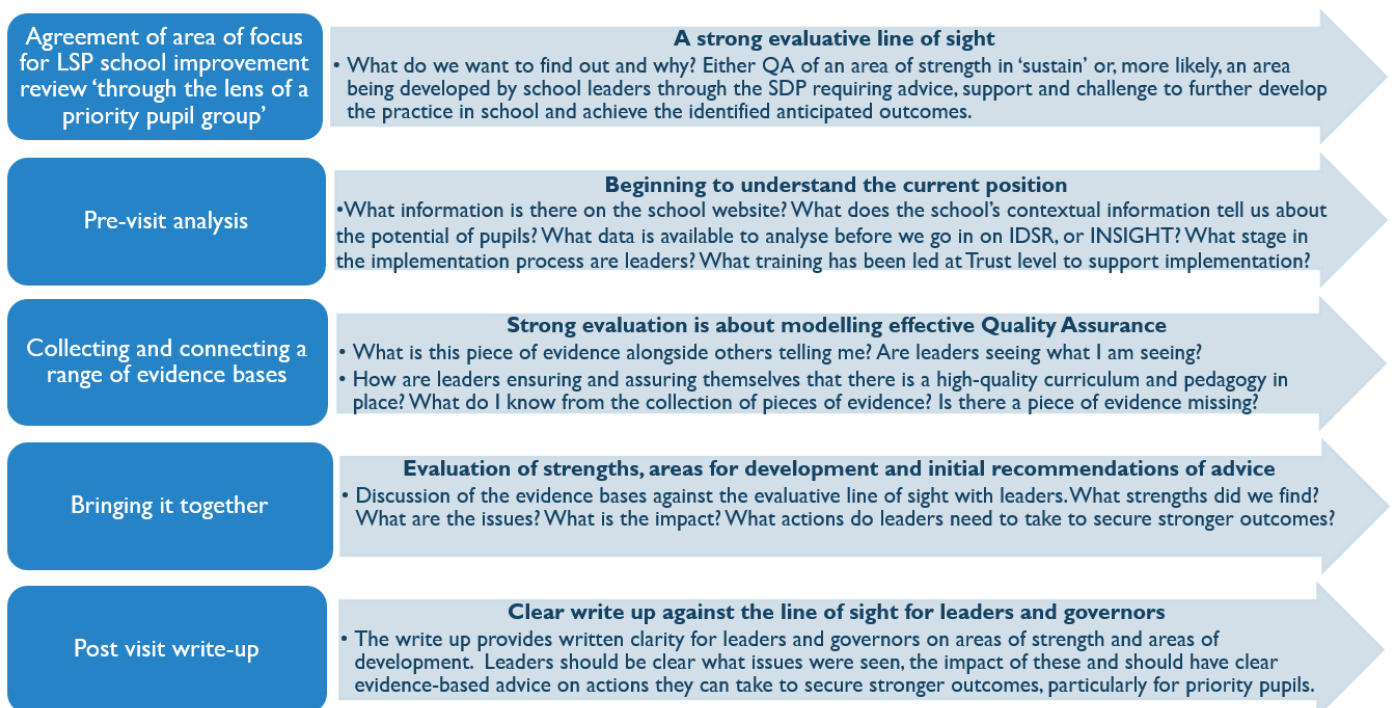


SIP Visit Protocols

- Federations are treated as one school with visit times across the year used appropriately to ensure the needs of both schools are met.
- One SIP per school/Federation.
- The purpose of SIP visits is to: support accurate self-evaluation and quality assurance as well as to provide support/ challenge and problem solving opportunities to school leaders related to implementation activity being undertaken in-line with the school development plan.
- Visits are also complemented by a schedule of line management meetings with the Head Teacher where areas such as Safeguarding, attendance and the Pupil Premium strategy are discussed.
- SIP should have access to school data, including data specifically related to the area in focus during the visit, and would not expect data to be prepared for the visit as school leaders should already have this as part of their own monitoring.
- Visits are from 08:30 – 14.30 to allow for 2 activities to take place e.g. review in a curriculum subject in the morning and review in another curriculum subject in the afternoon, or non-child facing work relating to the QA/ support/ challenge or problem solving of an area related to the SDP.
- Notes of visits will include highlighted strengths and areas for development using the format issue, impact, action to be taken by school. These will be shared with governors so they are well informed on the effectiveness of actions being undertaken by school leaders. 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.
- There is an expectation that a governor will either be involved for the whole/ part of the visit or for the feedback.



An effective SIP visit will involve the 5 step process detailed below



EVALUATING THE QUALITY OF EDUCATION: THROUGH THE LENS OF PRIORITY PUPILS



Intent

- Curriculum design, coverage and appropriateness – including adaptations for context and pupil needs

Implementation

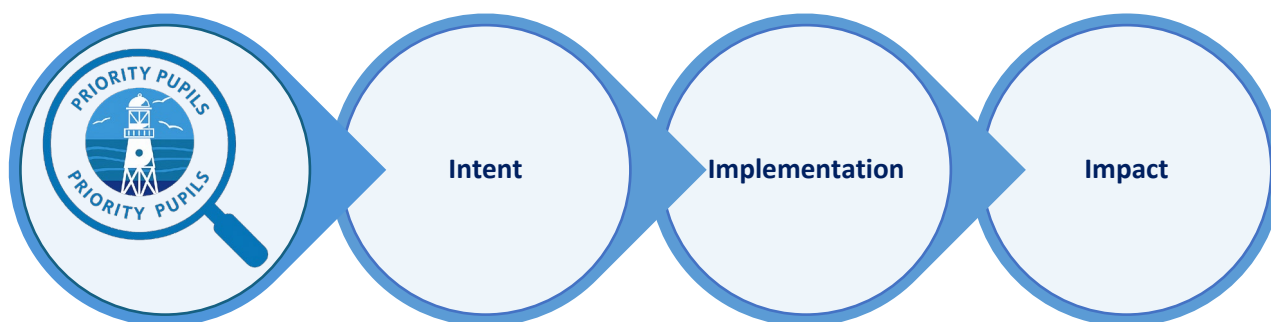
- Curriculum delivery
- Adaptive Teaching (pedagogy) – delivering the curriculum as intended to meet the needs of *all* pupils
- Assessment (formative and summative)

Impact

- Attainment and progress over time (including national tests and assessments as well as internal assessments)
- Outcomes produced by pupils
- Discussions with pupils

During each visit to school the SIP will complete at least 1 subject review in an area which has been agreed in advance with the Headteacher. The purpose of subject reviews is to either quality assure a subject area that school leaders feel is a strength or to provide advice, support and problem solving in an area which school leaders are developing through the SDP. Through subject reviews, SIPs will look to gain a clear picture of the quality of education being provided by the school through the lens of a curriculum subject covering the **intent, implementation and impact** of leaders work. Over the course of a year these subject reviews will cumulatively build to support school categorisation. No matter what the purpose of the subject review, the methodology will be the same with clear feedback given at the end of the day focusing on strengths, areas for development and advice. Subject reviews also enable governors to gain a clear insight into the impact of work by school leaders as they provide essential Trust quality assurance.

Evaluating the quality of education through the lens of a curriculum subject





Intent

- Intent is about much more than ‘vision’ and ‘ambition’. It is about what leaders have actually done to enable that vision to be realised (in other words, everything up to the point of delivery).
- Intent includes the planned knowledge for future learning in each subject, in other words, ‘how the curriculum ensures pupils are ‘ready’ for their next stage of learning’.
- An effective curriculum breaks down the content into components and must sequence that content in a logical progression, systematically and explicitly, for all pupils to acquire the intended knowledge and skills.
- For a curriculum to be effective, it must enable pupils to develop knowledge.
- A curriculum must be ambitious for all group of pupils, including SEND and disadvantaged pupils – leaders must aim for all pupils to complete the programme of study.

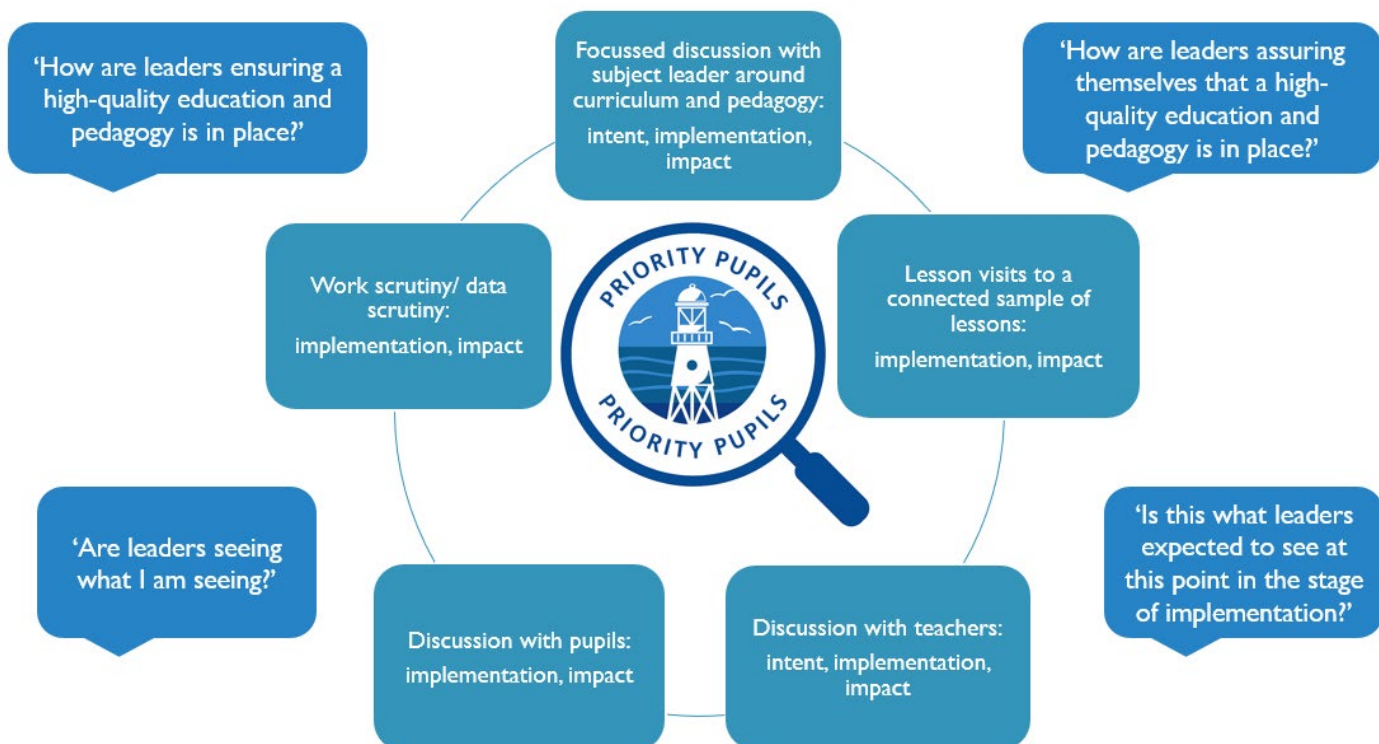
Implementation

- Implementation is about how the curriculum is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills.
- At LSP our pedagogical framework is based on Rosenshine's Principles of Instruction because it provides a framework for thinking about how the curriculum is delivered. Teaching should aim to ensure that pupils understand key concepts, so that they can transfer key knowledge to long-term memory and apply it fluently.
- Implementation includes the use of assessment to check pupils’ understanding of what the curriculum intent says they should know, and to identify and correct misunderstandings and inform teaching.
- It also includes whether teachers either have expert knowledge of the subjects that they teach, or are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.

Impact

- Impact is shown in what pupils know and can do as a result of the design and delivery of the curriculum.
- To fully understand the impact of the curriculum including how it is delivered we will consider a range of outcomes including: statutory and internal assessment information; a wide range of books and other outcomes produced by pupils in addition to conversations with pupils as ultimately, they will be able to articulate what they know and remember following instruction.

Lighthouse Schools Partnership Subject Review Methodology



A LSP subject review should involve all of the above (or as much as possible) so that the SIP can collect and connect as many pieces of evidence as possible in order to fully evaluate strengths and areas of development against the agreed line of sight. The subject review involves:

- evaluation of senior leaders' intent for the curriculum in this subject or area, and their understanding of its implementation and impact, in particular on priority pupils.
- evaluation of curriculum leaders' long- and medium-term thinking and planning, including the rationale for content choices and sequencing (including how agreed curriculum are being adapted for the context and pupils in the school/ classes.
- visits to a deliberately and explicitly connected sample of lessons.
- work scrutiny of books from pupils who are part of the classes observed (this may be done whilst in lessons).
- discussion with teachers to understand content choices and sequencing, including how delivery and activities are being adapted to meet the needs of pupils in the class.
- discussions with pupils from lessons observed.

At all times senior leaders from the school should be involved so they fully understand the SIPs thought process and how evaluations around strengths and areas of development are formed. At the end of the subject review a summative meeting should be held involving senior leaders and a governor where strengths, areas for development and initial advice are given against the evaluative line of sight which was agreed with the Headteacher. Initial advice around the areas for development will involve a clear view of: **what are the issues?, what impact are these issues having? What could the fix be (actions for school)?** Following the summative meeting the SIP will write up the visit note and send to the school within 5 working days – this should be shared with governors at the next LGB meeting.



What Is The Purpose Of Each Element Of The Subject Review?



Discussion with teachers

Vision and ambition for pupils within the subject

Reflection on lesson choices from lesson visited

Planning choices within the curriculum incl. for SEND/ PP

Pedagogical choices made to deliver the subject incl. for SEND/ PP

Effective use of assessment (formative and summative)

Engagement with appropriate CPD incl. that delivered through the SDP



Discussion with pupils

Know more and remember more over time using the books as a prompt

Reference and reflection on the lesson visited

Reference to key learning from previous units

Feedback from the teacher

Support and challenge in lessons

Understanding and application of behaviour expectations

Understanding of British Values and Safeguarding



Data Scrutiny

School contextual information incl. PP and SEND

Performance of all pupils and key groups against national averages in reportable data sets

Performance of all pupils and key groups using in-year school data sets

Trends over time including the impact of new implementation processes



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Meetings with leaders

Vision and ambition for pupils within the subject

Knowledge and understanding of effective evidence and research-based practice

Knowledge and understanding of the curriculum and pedagogical choices made in the school

Ensuring and assuring that the planned curriculum is the taught curriculum.

Supporting staff to deliver the curriculum through effective CPD

Implementation planning based on critical analysis of 'data' sources



Lesson visits

How lessons fits with the curriculum intent

How pedagogy is being implemented in-line with Rosenshine's Principles of Instruction

The impact of CPD on individual and whole staff practice

Expectations around behaviour for learning

Universal provision to support high quality teaching for all

Careful adaptations for pupils with SEND



Work Scrutiny

6 books per year group – mixture of attainment but must include SEND/ PP

Coverage reflects, or is better than the NC/ EYFS Framework

Planned curriculum is enacted curriculum

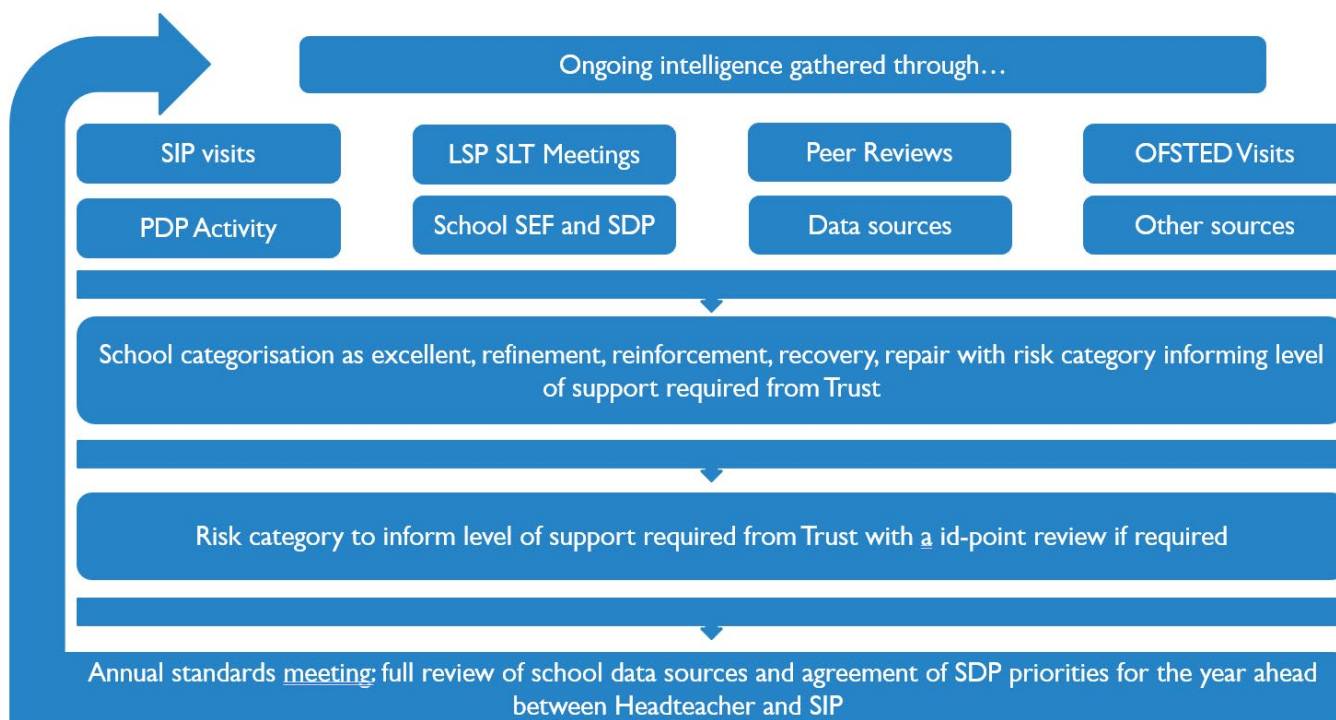
Evidence of clear sequencing and build-up of knowledge and skills

Adaptations for SEND

Challenge and evidence of higher order thinking skills

Alignment to and impact from the school agreed approach to feedback

Our School Categorisation Process



Through the quality assurance activity identified above schools risk will be categorised based on the five stages of school improvement detailed below on an annual basis at the end of each academic year. This initial judgement will inform the capacity required to support the school. In addition, school categorisation will be reviewed centrally on at least 1 other occasion during the year. If it is felt that the school's categorisation requires changing a meeting with the school leaders and Chair of Governors will be called.

<p>Excellence: An excellent school with the capacity to further its own improvement journey; support others in their improvement journey and add capacity to the Trust Education and School Improvement Strategy</p>	<p>Refinement: A 'secure' school that is on the journey to becoming excellent; it has the capacity in some areas to support other schools to become 'secure'</p>	<p>Reinforcement: A school that has limited but developing capacity; a school that is working towards being categorised as 'secure' or fully securing a 'secure' judgement but where some areas are still not consistent enough or are not delivering the intended outcomes</p>	<p>Recovery: A school with limited capacity which requires swift improvement in key areas to provide a high-quality educational offer within specified review periods. Leaders require targeted support from the MAT to identify school improvement priorities, write the SIP and to implement the necessary changes</p>	<p>Repair: A school with significant weaknesses that requires stabilising – the school lacks the capacity to secure their own improvement. Leaders require intensive support from the MAT to identify school improvement priorities, write the SIP and to implement the necessary changes.</p>
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Intelligent adaptations of Trust agreed principles – Higher levels of fidelity to agreed Trust principles and approach

Excellence: An excellent school with the capacity to further its own improvement journey; support others in their improvement journey and add capacity to the Trust Education and School Improvement Strategy

What does a school categorised as 'excellent' look like?

Leadership: Senior and middle leaders have an astute understanding of the school's context, strengths, and areas for development, both within the school and across Trust-wide priorities. They demonstrate a sustained capacity and commitment to improvement, acting as system leaders who drive change beyond their own setting. Leadership is highly effective at all levels and underpinned by distributed leadership, with middle leaders' plans clearly aligned to strategic priorities. Governors provide rigorous challenge and insightful support. Leaders use well-analysed data to understand and respond to the needs of disadvantaged pupils and those with SEND, ensuring their pupil premium strategy is central to school improvement, monitored regularly, and adapted effectively.

CPD offer: Leaders implement CPD sprints closely aligned to SDP priorities, resulting in measurable improvements in targeted areas. They triangulate evidence from developmental drop-ins, book looks, pupil work, and stakeholder voice (staff, pupils, parents) to rigorously monitor teaching quality and CPD impact. This evidence informs precise, personalised coaching and iterative CPD cycles for individuals, teams, and the whole staff. Developmental drop-ins are frequent, focused, and support noticeable improvements in the quality of education received by pupils, with clear objectives linked to key priorities. Feedback is timely, actionable, and embedded into ongoing professional learning. Staff are empowered to reflect, adapt, and refine their practice, leading to demonstrable gains in pupil outcomes.

Pupil performance: Data outcomes are consistently at or above national averages across all areas, including for disadvantaged pupils. Where disadvantaged or SEND pupils do not reach national averages, leaders can clearly demonstrate the progress made from individual starting points. Internal assessments show that all pupils, including those from identified groups, make accelerated progress from their baseline measures in multiple areas. National performance over time shows pupils' attainment and progress are above national averages. The attainment gap between disadvantaged pupils and non-disadvantaged pupils nationally is narrower than the national gap and continues to close over time.

Pupil outcomes: Outcomes across all subjects are consistently high due to effective teaching and carefully designed tasks that support all pupils in meeting the curriculum's aims. Leaders ensure that all pupils, including those with SEND, are provided with tailored support to make sustained progress. There is a strong focus on developing language and communication skills, ensuring that pupils can read fluently across subjects, and express complex ideas articulately, both orally and in writing. Work is well-adapted for SEND pupils, helping them achieve their potential. Leaders demonstrate exemplary practice in developing rich knowledge across subjects, this is sustained over time, making a tangible difference to pupils' learning and well-being.

Curriculum: The curriculum design enables all pupils to develop secure, deep and fluent knowledge over time. It meets LSP standards and is underpinned by high-quality texts and vocabulary-rich content across subjects. For primary-age pupils, and for older pupils where necessary, the curriculum prioritises accurate and fluent word reading, spelling, handwriting and mathematics. Leaders ensure all pupils, including those with SEND and those attending alternative provision, have access to a full and ambitious curriculum. The school intelligently adapts and evolves the implementation of LSP subjects to meet contextual needs, feeding these improvements into Trust-wide planning and resources. Subject/phase leaders have the expertise and support required to achieve the curriculum's aims. Teaching, revisiting and practising of knowledge and skills are expertly timetabled and prioritised.

Pedagogy: There is cohesion and effectiveness in the implementation and impact of the pedagogical approach across the school, which is based on Rosenshine's Principles of Instruction. Leaders and teaching staff engage regularly with evidence-informed research, and staff may be leading research projects to support developments within and outside the Trust. There is a culture of continual improvement, where staff are encouraged to trial and develop new teaching strategies and approaches, ensuring that these are aligned with the agreed pedagogy before being rolled out across the school and/or Trust to improve system-wide outcomes.

EYFS: The curriculum is expertly planned, taught and adapted to meet the developmental stages of all children, including those who are disadvantaged or have SEND, ensuring ambitious outcomes are achieved across the seven areas of learning. Staff demonstrate a deep understanding of how children learn, underpinned by Rosenshine's principles, and apply this knowledge to plan effective sequences of learning. High-quality interactions promote rich vocabulary and communication, enabling children to think, reason, and explain confidently. Provision mirrors the taught curriculum, providing consistent opportunities for practice and retrieval, resulting in automaticity, particularly in fundamental skills. Targeted interventions are timely and precise, ensuring children make rapid progress.

Sixth form: The sixth form is a clear strength. Leaders know the cohort well and have designed an inclusive, ambitious programme that enables all students to achieve exceptionally well. Outcomes are significantly above national averages, including for disadvantaged students and those with SEND. Retention is high. The curriculum is coherently planned, expertly taught, and prepares students fully for future education, training or employment. Work-related learning is purposeful and tailored to individual goals. The wider curriculum is rich and impactful, offering all students meaningful opportunities in citizenship, volunteering, and leadership.

Inclusion: Inclusive practice is fully embedded across the school, as a result, all pupils, including those with SEND, experience a strong sense of belonging. Staff are highly attuned to barriers to learning and respond swiftly with well-targeted adaptations that are regularly reviewed. Universal provision reflects the school's context and is consistently implemented. A clear, graduated approach and high-quality target plans effectively meet pupils' academic and developmental needs. The six principles of nurture are embedded throughout the school, supporting smooth transitions and personalised learning where required. Expectations for pupils with SEND remain high, and teaching is adapted to meet individual needs. The TA learning partner model delivers tailored, high-impact support and strengthens inclusive culture.

Behaviour and attendance: Leaders' work to promote and sustain a culture of high expectations and exemplary behaviour is embedded and demonstrably effective. The behaviour of pupils with the highest level of needs is expertly and consistently supported by staff, with leaders ensuring intelligent, tailored approaches. As a result, suspensions, permanent exclusions, and use of alternative provision are minimal and below national averages.

Pupils are highly engaged and motivated in lessons. Behaviour expectations are consistently applied by all staff, who are expertly trained, creating a calm, respectful, and cohesive environment. Pupils consistently try to do their best. They show resilience when they face setbacks. The school's culture and behaviour practice are making a tangible, sustained difference to pupils' learning, development, and wellbeing. Attendance is high for all groups of pupils, including those who are disadvantaged or have SEND, with sustained improvement over time where needed.

Personal development: The school's personal development offer is inclusive, ambitious and coherently designed to meet the diverse needs, aspirations and interests of all pupils. Take-up of enrichment opportunities—such as leadership, cultural, sporting and artistic activities—is exceptionally high, including among disadvantaged pupils and those with SEND. The careers programme is high quality, fully integrated, and aligned with the Gatsby Benchmarks, offering meaningful encounters and personalised guidance. Pastoral support is expertly led, evidence-informed, and deeply embedded in the school's culture. Pupils access trusted adults with confidence and feel valued, safe and well supported.

Church schools: The school's theologically rooted Christian vision is central to all areas of school life, is clearly articulated and widely understood. Leaders shape a culture where all pupils and adults, regardless of faith or belief, flourish spiritually, socially, and academically. The curriculum, including RE and worship, is planned and shaped by this vision, enabling deep spiritual development and courageous advocacy. Collective worship is invitational, inclusive, and inspirational, fostering a vibrant spiritual life. Relationships with the local church and the wider community are strong and reciprocal, reinforcing the school's mission. Religious education is prioritised and delivered with depth, balance, and theological integrity. Leaders ensure staff are well-supported through professional development that deepens understanding of the school's Christian mission.

Refinement: A secure school that is on the journey to becoming excellent; it has the capacity in a number of areas to support other schools to become secure

What does a school categorised as 'refinement' look like?

- **Leadership:** Senior and middle leaders confidently and accurately identify priorities for improvement; their actions are effective in sustaining or raising standards. Strategic planning is clearly linked to the school's vision, values, and leadership development. There is a strong focus on improvement, supported by an effective distributed leadership model. Governors have a well-developed understanding of the school's context, strengths, and weaknesses; their support and challenge make a meaningful contribution. Leaders understand the needs of disadvantaged pupils and use appropriate evidence to develop and implement an impactful pupil premium strategy. They ensure that staff receive ongoing support to deliver this strategy effectively.
- **CPD offer:** Leaders use CPD sprints aligned to SDP priorities to address identified areas for development. Evidence from developmental drop-ins, book looks, and pupil voice is beginning to be triangulated to evaluate CPD impact. Senior leaders use this information to inform coaching and targeted CPD, though iterative refinement is not yet fully embedded. Drop-ins have clear developmental purposes and increasingly link to whole-school improvement priorities. Staff engage with feedback and begin to embed changes in their practice.
- **Pupil performance:** Data outcomes are at least in line with national averages in all areas, including for disadvantaged pupils. Where disadvantaged or SEND pupils do not reach national averages, leaders can clearly demonstrate the progress made from individual starting points. Internal assessments show that all pupils make at least expected progress from baseline measures in most areas. National performance over time shows attainment and progress are at least in-line, if not above national averages. The gap between the school's disadvantaged pupils and non-disadvantaged pupils nationally is narrowing and is smaller than the national gap.
- **Pupil outcomes:** Pupils achieve high-quality outcomes in most subjects because of effective teaching and well-designed tasks that support pupils in meeting the aims of the curriculum. Leaders ensure that there is a focus on developing pupils' language and communication skills, supporting them to read with confidence across the curriculum. Disadvantaged pupils and those with SEND make strong progress, and their achievement is sustained. Reading, writing, and maths are embedded, with pupils developing strong fluency, transcriptional and compositional skills. There is a clear focus on closing gaps in knowledge, especially in core areas, ensuring pupils are well-prepared for future study. Leaders closely monitor progress and implement strategies to address underperformance.
- **Curriculum:** The curriculum is ambitious, inclusive, and meets LSP standards including interdisciplinary links that build knowledge and skills in a stimulating way where appropriate. Leaders are in the process of refining or intelligently adapting the implementation of LSP subjects to suit the school context. Subject/phase leaders generally have the expertise and/or support they need to support the implementation of the curriculum in the school. The curriculum allows sufficient time for teaching, practising, and revisiting knowledge, and to begin addressing identified gaps. There is developing emphasis on broadening language and vocabulary across subjects. Adaptations for disadvantaged pupils and pupils with SEND are thoughtful and avoid limiting ambition.
- **Pedagogy:** Rosenshine's Principles of Instruction are embedded in classroom practice and consistently underpin teaching across the school. There is cohesion and impact in the implementation of this pedagogical approach across the curriculum, with strategies applied deliberately and confidently by staff. Language development and vocabulary acquisition are integral to every subject, enabling pupils to communicate with fluency and precision. Adaptations for pupils with SEND are carefully designed to ensure full access to the curriculum without compromising ambition. Leaders and teachers actively engage with evidence-informed research to refine and sustain high-quality instructional approaches. Staff confidently trial, evaluate, and embed new strategies in line with the agreed pedagogy, contributing to a shared culture of continual improvement.
- **EYFS:** The curriculum is planned and sequenced to support progression and consolidate core knowledge, particularly in language, number, and early literacy. Staff use Rosenshine's Principles to deliver whole class and group sessions. Provision supports the taught curriculum and offers structured opportunities for revisiting and embedding knowledge. Children with additional needs are identified promptly; effective support is implemented to keep them on track. By the end of Reception, most children, including those with lower starting points, achieve a good level of development and are ready for Year 1.
- **Sixth form:** The sixth form is strong and inclusive. Students achieve well, with outcomes above national averages. Leaders ensure the programme meets academic needs and supports disadvantaged and SEND students effectively. Retention is good. High-quality work-related learning is in place, aligned to students' aspirations. The wider offer promotes preparation for adult life, with most students benefiting. Provision could be strengthened by further tailoring enrichment and personal development to meet all students' needs more precisely.
- **Inclusion:** Inclusive practices are secure and strengthening. Most staff identify and respond well to pupils' barriers. Universal provision reflects the school's context and is mostly consistent. The graduated approach is becoming more effective, with clearer target plans for pupils who need these. External expertise is used appropriately. Staff training supports inclusive practice, though consistency in application is still developing. Nurture principles are partly embedded, and work on transitions is progressing. The TA learning partner model is developing and increasingly supporting inclusive provision.
- **Behaviour and attendance:** Leaders have created a strong, shared culture of positive behaviour. The behaviour of pupils with the highest level of needs is well managed and supported through proactive and consistent approaches. As a result, suspensions, exclusions, and alternative provision usage are in line with or below national averages. High expectations of behaviour are consistently understood and applied by well-trained staff. Pupils are engaged in their learning, and low-level disruption is rare due to high-quality teaching and strong relationships. The behaviour policy and culture contribute positively to pupils' attitudes to learning and school life. Attendance is good and improving for most pupils, including those with additional needs, due to effective monitoring and support.
- **Personal development:** The school provides a broad and inclusive personal development programme that supports pupils' wider development and prepares them for future success. Take-up of enrichment and extracurricular opportunities is strong, with increasing participation from disadvantaged pupils and those with SEND. The careers programme is well structured, meets statutory expectations, and provides relevant advice, guidance and experiences. Pastoral care is thoughtfully planned, increasingly well targeted, and delivered by appropriately trained staff. Pupils know how to seek help and feel supported.
- **Church schools:** The school has a well-established Christian vision that is theologically rooted and reflected in many areas of school life. Leaders are intentionally refining how the vision shapes strategic decisions, curriculum development, and the spiritual and emotional wellbeing of all. Collective worship is purposeful and inclusive, with increasing opportunities for pupils to plan and lead. RE is well-structured and valued, with ongoing efforts to enrich its depth and theological rigour. Partnerships with the local church are positive and beginning to shape the school's distinctiveness more deeply. The curriculum is inclusive and increasingly reflects the Christian vision, including for priority pupils. Pupils are developing as advocates for justice and responsibility.

Reinforcement: A school that has limited but developing capacity; a school that is working towards being categorised as 'secure' or fully securing a 'secure' judgement but where some areas are still not consistent enough or are not delivering the intended outcomes

What does a school in 'reinforcement' look like ?

- **Leadership:** Leaders are developing greater confidence and precision in identifying the most important areas for development, supported where necessary by the Trust. They are committed to improvement and take effective action, engaging with feedback and acting on external support. Middle leadership is developing and increasingly aligned to whole-school strategic priorities. Governors have a secure understanding of several key aspects of the school and offer support and challenge in these areas, helped by Trust guidance. The pupil premium strategy is in place and broadly aligned to school priorities, but impact and delivery vary across the school. Staff understanding of their role in improving outcomes for disadvantaged pupils is developing.
- **CPD offer:** Leaders deliver CPD sprints that reflect SDP priorities and respond to identified areas for development. Developmental drop-ins are used, though not always consistently planned or fully triangulated with other evidence sources such as books, pupil voice, or outcomes. Feedback is shared regularly, but variation remains in the quality and follow-up. Connections between teaching evaluation and CPD are developing, and there are early signs of a more coherent improvement cycle. Staff are beginning to engage more actively with feedback, though this is not yet consistent across the school.
- **Pupil Performance:** Data outcomes are close to or broadly in line with national averages in most areas, including for disadvantaged pupils. Where disadvantaged or SEND pupils do not reach national averages, leaders are beginning to demonstrate the progress made from individual starting points. Internal assessments demonstrate improving progress from baseline measures in some year groups or subjects, helping to reduce gaps in understanding before statutory assessments. National performance over time shows attainment and progress are broadly in line with national averages. The attainment gap between the school's disadvantaged pupils and non-disadvantaged pupils nationally is similar to national trends and shows signs of narrowing.
- **Pupil outcomes:** Outcomes in core subjects are strong, with improvements in some foundation subjects. Leaders ensure that pupils are making secure progress across the curriculum. They closely monitor achievement in reading, writing, maths, and communication and take effective action to close gaps in knowledge. Pupils develop detailed knowledge and skills; this is evident in the quality of their work. Disadvantaged pupils and those with SEND achieve well from their starting points. Leaders are proactive in addressing inconsistencies across year groups or subjects, focusing on closing gaps in knowledge, particularly in language, reading, writing, and mathematical skills. Pupils develop fluency in reading, accurate spelling, and legible handwriting. They use these skills to communicate ideas effectively, both orally and in writing.
- **Curriculum:** The curriculum is ambitious, inclusive and meets LSP standards. There is a clear intent and evident links in learning that build on pupils' knowledge and skills in an engaging way. Appropriate time is generally allocated for teaching, revisiting, and practising knowledge. The curriculum includes some opportunities to extend pupils' vocabulary and reading across subjects. For primary-age pupils, and for older pupils where necessary, prioritisation of reading, writing and mathematics is evident, though there may be inconsistency. Adaptations support access for most pupils, including those with SEND, but are not yet consistently high impact.
- **Pedagogy:** Rosenshine's Principles of Instruction shape teaching practice across the school, though consistency and depth of implementation are still developing. Leaders have identified strengths and areas for improvement in teaching, and professional development is aligned with the school's priorities in reading (including systematic synthetic phonics), writing, and mathematics. Teachers are increasingly using strategies such as clear explanation of new content, linking new ideas to prior knowledge, and presenting information in meaningful contexts. Regular checks for understanding are becoming more embedded, and teachers are beginning to adapt instruction more responsively to meet the needs of all learners, including pupils with SEND and those who are disadvantaged. Teachers are also developing routines for retrieval and consolidation, which are beginning to support long-term retention and understanding, though these practices are not yet consistent across the school.
- **EYFS:** The statutory requirements of the curriculum are met but may lack coherence or depth in some areas of learning. Staff have secure subject knowledge and apply key elements of Rosenshine's principles, such as modelling and questioning, to support learning. Provision generally reflects the taught curriculum, offering opportunities for children to develop across all areas of learning. However, there is scope to increase consistency in how teaching builds on what children already know and can do, particularly through more systematic use of retrieval and responsive teaching. Support for disadvantaged pupils and those with SEND is in place and having a positive impact, though further refinement is needed to ensure timely intervention keeps all children securely on track. Most children are well prepared for the next stage, with a clear foundation in early language, number, and phonics.
- **Sixth form:** Provision is secure and improving. The curriculum meets students' needs and considers barriers for disadvantaged and SEND learners. Students make good progress from their starting points. Outcomes and retention are in line with national averages. Students without grade 4 in English or maths gain qualifications. Careers guidance is impartial and effective. Work-related learning and enrichment meet requirements but vary in impact. Closer alignment to individual aspirations will strengthen outcomes and readiness for adult life.
- **Inclusion:** Inclusive practice is developing, with increasing attention to belonging and adaptations to learning where required. Staff identify barriers, though responses are variable in quality and timing. Universal provision becoming more consistently applied by all staff. Target plans are present, though some may not always be as specific as they could be which sometimes limits progress for pupils. Nurture principles are partially implemented, with variation across the school. The TA learning partner model is in use, though its impact is inconsistent and requires stronger leadership oversight.
- **Attendance:** Leaders promote high expectations for behaviour, and staff apply them consistently in most areas of the school. Support for pupils with the highest level of needs is increasingly effective and generally prevents significant disruption. Exclusions and suspensions are used proportionately. Most pupils behave well, though off-task behaviour occurs in some lessons where teaching is less effective. Staff have been trained but may lack confidence or consistency in challenging poor behaviour. Attendance is broadly in line with national figures, but there are small groups of pupils for whom absence remains too high despite some intervention.
- **Personal development:** The personal development offer is planned and inclusive, but take-up across different pupil groups is inconsistent. Some disadvantaged pupils and those with SEND do not fully engage with the broader offer. Careers provision is in place and meets statutory requirements but is not yet consistently well delivered or integrated. Pastoral support is available and valued by some pupils, though its impact is uneven and not always well matched to need. Leaders are beginning to track participation and improve access.
- **Church schools:** The school's Christian vision is clearly present and recognised, providing a growing foundation for future development. Leaders are committed to deepening its theological grounding and embedding it more purposefully in policy, curriculum, and culture. Spiritual development is emerging across the curriculum, with increasing efforts to integrate it more consistently. Collective worship is regular and valued, with growing attention to pupil engagement and participation. RE meets statutory expectations and is developing, with plans to enhance coherence and challenge. Links with the local church are established and offer potential for deeper collaboration. There is a clear commitment to inclusion, and work is underway to ensure the vision more consistently shapes provision for disadvantaged and priority pupils. Initial steps are being taken to develop pupils' understanding of justice and advocacy. Targeted staff training and curriculum enrichment are planned to further strengthen the school's Christian character and distinctiveness.

Recovery: A school with limited capacity which requires swift improvement in key areas to provide a high-quality educational offer within specified review periods. Leaders require targeted support from the MAT to identify school improvement priorities, write the SIP and to implement the necessary changes

What does a school in 'recovery' look like ?

- **Leadership:** Leaders' understanding of the school's strengths and weaknesses lacks clarity or depth, and while priorities are broadly appropriate, actions to address them lack precision and sustained focus. Support from the Trust is required to guide improvement work, and impact is limited or inconsistent. Governors understand some aspects of the school and are beginning to hold leaders to account, but their involvement in school improvement is reactive and uneven. Although incidents of bullying or harassment are addressed, lessons are not always learned effectively, and support for staff well-being is inconsistent. Leaders' understanding of disadvantaged pupils' needs is underdeveloped, and the pupil premium strategy is not clearly aligned with school priorities. Monitoring is weak, and adaptations are reactive rather than proactive. Engagement with families and the wider community is infrequent or lacks focus, limiting its impact on pupils' learning and well-being.
- **CPD offer:** Leaders have begun to align CPD with SDP priorities, but the process lacks coherence and sustained monitoring. Developmental drop-ins are infrequent or lack clear purpose, and there is limited use of triangulated evidence to evaluate or shape CPD. Feedback may occur but is inconsistent and rarely linked to a wider professional development plan. Coaching and follow-up support are minimal, and staff engagement with feedback is variable.
- **Pupil performance:** Data outcomes are approaching national averages in some areas, including for disadvantaged pupils. Where disadvantaged or SEND pupils do not reach national averages, leaders are not confidently able to demonstrate the progress made from individual starting points. Internal assessments indicate progress is improving in some year groups or subjects, though levels of achievement are not yet consistently strong. National performance over time shows attainment and progress are below national averages in some areas. The attainment gap between the school's disadvantaged pupils and non-disadvantaged pupils nationally is beginning to narrow but remains wider than the national average.
- **Pupil outcomes:** Pupils' progress is uneven, and some areas of learning, especially in reading, writing, and maths, are not as secure as needed. Leaders are working to address these weaknesses but have not yet fully identified the underlying causes. Communication, reading, and writing skills are underdeveloped, making it harder for pupils to progress across subjects. Pupils struggle with fluency in reading and writing, which affects their ability to engage fully with the curriculum. There is a lack of cohesion in the implementation of strategies to address gaps in knowledge. Leadership needs to improve its approach to tackling these weaknesses, especially in core subjects, to ensure that pupils develop strong foundations in communication, reading, writing, and maths.
- **Curriculum:** The curriculum is not consistently ambitious or inclusive, and some subjects do not yet meet the necessary breadth and depth. Sequencing of knowledge is uneven, and insufficient time is given to teaching, revisiting or embedding key concepts. Leaders' capacity to develop and adapt the curriculum is variable, and gaps in provision limit progression in reading, language and core skills. Some adaptations unintentionally lower expectations, affecting access for disadvantaged pupils and those with SEND. In some subjects, the curriculum does not place a strong enough emphasis on accurate and fluent word reading, handwriting, spelling and mathematics for primary-age pupils or older pupils who need it.
- **Pedagogy:** Leaders have taken action to improve teaching, but the underlying causes of weaknesses are not always effectively addressed. Professional development programs are not sufficiently targeted to address the specific needs of particular subjects or phases, leading to inconsistencies in teaching quality. There may be weaknesses in subject knowledge, particularly in areas like reading, writing, and mathematics, which result in gaps in pupils' learning. Teachers may not always check pupils' understanding thoroughly, and interventions are not always well-targeted to close gaps quickly. Pupils, particularly those with SEND or from disadvantaged backgrounds, may struggle to develop the necessary skills in literacy, numeracy, and communication, affecting their ability to progress to the next stage of learning. Leaders are aware of weaknesses in teaching but have not fully addressed them through precise and sustained professional development.
- **EYFS:** The curriculum lacks sufficient planning and/ or adaptation in some areas to meet children's needs or prepare them well for future learning. Staff interactions are variable in quality, and there is limited application of Rosenshine's principles, with teaching often lacking clear modelling, scaffolding, or retrieval practice. – this leads to an over reliance on intervention to support pupils to achieve. Provision does not consistently reflect the intended curriculum, leading to missed opportunities to reinforce learning. Language development is under-emphasised, particularly for disadvantaged children and those with SEND. While children are safe, too few are well prepared for Year 1.
- **Sixth form:** The sixth form needs improvement. While leaders have acted to address weaknesses, outcomes remain below national averages. There is evidence of progress, but not yet consistently. Retention is improving. Work-related learning and wider opportunities are in place but lack relevance or impact for many. Disadvantaged and SEND students are not supported well enough to make secure progress. Curriculum design and teaching require further development to ensure all students are better prepared for their next steps.
- **Inclusion:** Inclusion is inconsistent, and some pupils are not always well supported. Leaders' identification of need lacks clarity and accuracy. Universal provision lacks coherence and is inconsistently delivered. The graduated approach is reactive, with weak or missing target plans. Expectations for pupils with SEND are low. Nurture principles are inconsistently applied and transitions lack coordination. The TA learning partner model is underdeveloped and lacks strategic oversight, limiting its effectiveness.
- **Behaviour and attendance:** Leaders are taking steps to improve the behaviour culture, but implementation is inconsistent. Support for pupils with the highest level of needs is improving but not yet reliably effective, sometimes leading to disruption in lessons or school life. Behaviour expectations are not always applied consistently by staff. Low-level disruption and off-task behaviour are evident in several areas, especially where teaching is less effective. Pupils' engagement is inconsistent, and many rely heavily on adult direction. Interventions and adaptations lack sufficient impact. Attendance is improving for some pupils, but persistent absence remains too high and is not consistently well addressed.
- **Personal development:** The personal development and careers offer lacks coherence and is inconsistently taken up by pupils. Disadvantaged pupils and those with SEND are less likely to benefit from wider opportunities or receive tailored support. The careers programme is underdeveloped and does not consistently provide impartial or meaningful guidance. Pastoral support is not effectively targeted or embedded, and pupils are not consistently confident in accessing help. Leaders do not robustly monitor participation or respond swiftly to gaps in engagement.
- **Church schools:** The school's Christian vision is acknowledged and supported by leaders, though not yet consistently shaping all aspects of school life. There is a desire to re-establish the vision as a central influence on strategy, teaching, and community culture. Collective worship takes place regularly and meets statutory expectations, but lacks deeper engagement or reflection. RE provision is compliant, with the need to improve coherence, resourcing, and teacher confidence. Relationships with the local church are beginning to re-develop, and there is growing awareness of how these partnerships can enrich spiritual life. Inclusion and wellbeing are priorities, though strategies are not consistently rooted in the Christian vision.

Repair: A school with significant weaknesses that requires stabilising – the school lacks the capacity to secure their own improvement. Leaders require intensive support from the MAT to identify school improvement priorities, write the SIP and to implement the necessary changes.

What does a school in 'repair' look like ?

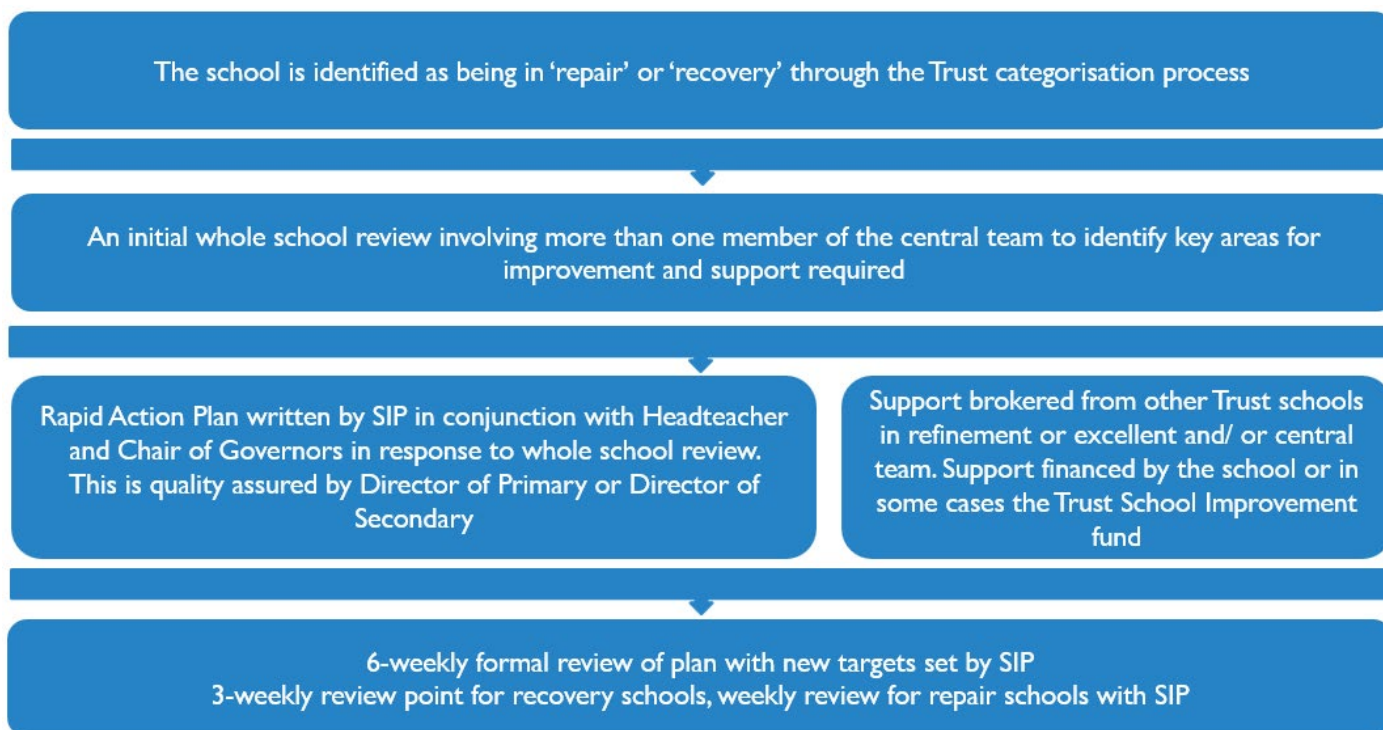
- **Leadership:** Leadership and governance are significantly underperforming and are likely to be causing concern. Leaders and governors fail to identify or prioritise the right issues, or they take insufficient, inappropriate, or delayed action to address them. There is no clear or sustained track record of improvement, and leaders lack the capacity to bring about meaningful change without substantial Trust support. Governors do not fulfil their statutory duties effectively and may breach legal responsibilities, negatively affecting pupils. Leaders' decisions are not consistently in pupils' best interests, and may include harmful practices such as off-rolling or the use of unsafe or ineffective provision. Inclusive practice is weak or absent, and pupils with SEND or those who are disadvantaged are not identified or supported effectively. The pupil premium strategy is ineffective, disconnected from school improvement priorities, and has no demonstrable impact. Disadvantaged pupils consistently underachieve and are not receiving the support they need to thrive.
- **CPD offer:** Leaders do not currently implement CPD in alignment with the SDP, and developmental drop-ins are rare or superficial. There is no structured process to evaluate the impact of CPD through triangulation of evidence such as lesson observations, book looks, or pupil/staff voice. Feedback lacks focus, is not consistently shared, and does not lead to improvement or follow-up support. Staff are not guided to reflect on or act upon feedback, resulting in inconsistent and uncoordinated professional development.
- **Pupil performance:** Data outcomes are below or declining compared to national averages in several areas, including for disadvantaged pupils. Internal assessments show slow or minimal progress from baseline measures across year groups or subjects, resulting in poor overall achievement. National performance over time shows attainment and progress are well below national averages. The attainment gap between the school's disadvantaged pupils and non-disadvantaged pupils nationally is significantly wider than the national gap and is not reducing over time.
- **Pupil outcomes:** Achievement is a concern across the school. Leaders do not have a clear understanding of the reasons for pupils' underachievement or have failed to address weaknesses effectively. Pupils are not making the expected progress in reading, writing, maths, or communication, and gaps in knowledge are not addressed swiftly. Many pupils lack the foundational skills in language, reading, writing, and maths required to progress to the next stage of learning. There is little cohesion across subjects, and pupils are not well-prepared for future learning or qualifications. Gaps in knowledge are significant, and pupils' ability to read fluently, write coherently, or engage with mathematical concepts is below expected levels.
- **Curriculum:** The curriculum lacks ambition, coherence and structure, with significant weaknesses in content, sequencing and implementation. It does not meet the breadth of the National Curriculum, resulting in disconnected learning that does not build knowledge or understanding. The curriculum is too narrow to prepare pupils for future learning or life in modern Britain, and adaptations are poorly considered or absent, limiting access and ambition for disadvantaged pupils and those with SEND. There is limited opportunity for pupils to develop reading fluency, language and vocabulary across subjects, particularly for primary-age pupils or older pupils who require focused support.
- **Pedagogy:** There is a lack of cohesion and understanding in the implementation of the pedagogical approach across the school. Leaders have an inaccurate understanding of the quality of teaching and the reasons behind weaknesses in pupils' achievement. Teachers lack the necessary knowledge and skills to plan, deliver, and assess effective sequences of learning that meet the needs of all pupils. Teachers' expectations are too low, particularly for disadvantaged pupils and those with SEND. Gaps in pupils' knowledge, particularly in reading, writing, mathematics, and communication, are not addressed effectively, and pupils' progress is hindered. There is little or no support for teachers to develop their subject knowledge or pedagogical skills, resulting in lessons that fail to meet the needs of pupils. Professional development is either inadequate or not well-targeted, and teachers do not have the support needed to make high-quality adaptations for pupils with SEND or other barriers to learning.
- **EYFS:** Early Years provision is a significant cause for concern. Leaders do not ensure that statutory EYFS requirements are met, which compromises children's safety, well-being, and readiness for future learning. Expectations are low, and the curriculum is poorly planned or implemented, failing to secure foundational knowledge in literacy, numeracy, and communication. Staff lack the pedagogical knowledge to support how young children learn, and Rosenshine's principles are absent in practice. Provision is disconnected from the curriculum, and staff interactions are not purposeful or developmentally appropriate. By the end of Reception, many children are not able to read simple decodable words or show number fluency, leaving them unprepared for Key Stage 1.
- **Sixth form:** The sixth form requires urgent improvement. The curriculum is poorly designed and delivered, failing to meet students' needs. Outcomes are well below national averages, particularly for disadvantaged and SEND students. Too few achieve the qualifications or skills needed for progression. Retention is low. Careers and enrichment opportunities are limited, poorly targeted, and lack relevance. Students are not prepared for adult life. Leaders have not ensured the programme supports academic or personal development effectively.
- **Inclusion:** Inclusion is a significant concern. Many pupils, especially those with SEND or who are disadvantaged, do not feel they belong. Leaders fail to identify or meet pupils' needs effectively. Universal provision and graduated support are absent or poorly implemented. Target plans are missing or insufficient, and statutory responsibilities are not fulfilled. Nurture principles are not in place, and transitions are poorly supported. The TA learning partner model is ineffective and lacks leadership direction. Urgent action is required to establish inclusive, equitable provision.
- **Behaviour and attendance:** Behaviour and attitudes significantly undermine the learning environment. Leaders are not taking effective action to implement or embed a consistent and coherent approach to behaviour. Staff are not well supported to manage behaviour, resulting in persistent low-level disruption and/or serious incidents of poor conduct. Pupils with high-level needs are not adequately supported, contributing to wider disruption. Bullying, discrimination, and harassment are not dealt with quickly or effectively. Pupils lack confidence in the school's ability to ensure their safety and well-being. Suspensions and exclusions are frequent and reactive, and interventions are either ineffective or absent. Attendance is poor. Persistent absence is widespread, and leaders' actions have not led to improvement.
- **Personal development:** There is limited or inequitable access to personal development, careers and pastoral support. A significant number of pupils, especially those who are disadvantaged or have SEND, miss out on key opportunities and guidance. The careers programme does not meet statutory requirements or support pupils in planning for their future. Pastoral systems are weak, and pupils do not receive timely or effective support for their well-being. Leaders have not taken steps to ensure pupils feel safe, included or supported.
- **Church schools:** The Christian vision is not clearly articulated or rooted in theology; it lacks meaningful influence across the school. Leadership has not prioritised the Christian character of the school, resulting in a loss of coherence in culture, curriculum, and worship. Collective worship is present but lacks depth, invitation, and inspiration. Religious education is underdeveloped, lacking consistency and priority. The relationship with the local church is minimal or inactive, limiting the school's ability to reconnect with its foundation. The curriculum, inclusion practices, and wellbeing support are fragmented and not shaped by Christian principles. A significant and urgent focus is needed to restore the school's identity, clarify its vision, and rebuild the culture in line with its Church school foundation.

Schools causing concern (schools categorised as recovery or repair)

We recognise that a school may join the Trust requiring additional specific support to deliver a high quality offer to pupils or that a school already in the Trust may experience a period where they require additional support to deliver a high standard of education; these schools are defined as ‘schools causing concern’.

At LSP schools causing concern are either categorised as ‘recovery’ or ‘repair’. These schools are supported through a rapid action plan including bespoke support which will be brokered from within or outside of the Trust. Plans are reviewed on a 6-weekly basis by the SIP with the Headteacher and are shared with the Governors. These schools are extremely likely to need to have high levels of fidelity to agreed Trust systems, processes, curriculum and pedagogy rather than making intelligent adaptations as the school has not yet demonstrated the capacity to do this effectively.

Schools categorised as recovery or repair may also require additional support with governance to ensure that strong leadership is in place at the school. Where support for the governing body has been identified by the Trust, this may involve but is not limited to: a trustee, the SIP or Director of Primary or Secondary attending appropriate governing body meetings to support with effective challenge; support for the Chair; CPD sessions for governors prior to meetings or a directed requirement for link governors to attend particular SIP visits which are identified as areas of concern for the school.



What additional support is provided for schools causing concern and what are their key areas of focus when in this category?

Every school is different and therefore every school will need a bespoke plan of support and challenge. The table below provides an overview of the support and challenge school in recovery or repair can expect.

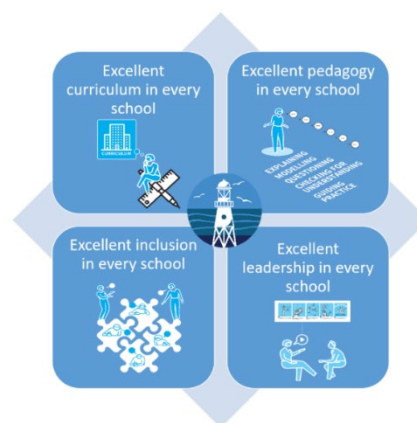
<p>Recovery: A school with limited capacity which requires swift improvement in key areas to provide a high-quality educational offer within specified review periods. Leaders require targeted support from the MAT to identify school improvement priorities, write the SIP and to implement the necessary changes</p>	<p>Repair: A school with significant weaknesses that requires stabilising – the school lacks the capacity to secure their own improvement. Leaders require intensive support from the MAT to identify school improvement priorities, write the SIP and to implement the necessary changes.</p>
<p>In addition to the universal offer, schools categorised as being in</p>	<p>In addition to the universal and recovery</p>

<p>recovery will receive the following support to address weaknesses:</p> <ul style="list-style-type: none"> • The school is prioritised for support from the central education team and is subject to 6 weekly Rapid Action Plans which are led by the SIP and are supported by the Director of Primary/ Director of Secondary. Plans are reviewed on a 3-weekly basis with the Headteacher. • An initial or interim school review involving more than one member of the central education team to identify key areas for improvement. • Leadership support brokered from a school in refinement/ excellence. • Teaching, learning and curriculum support brokered from Trust teaching and learning networks and/ or schools in refinement/ excellence. • Additional Standards Review meetings at the end of each term with SIP and Director of Primary/ Secondary/ CEO. • Additional standardised assessments may be required. • Trust supported CPD for staff and governors to enable them to improve outcomes for children. • Support for governance where this is identified as a need. 	<p>schools offer, schools categorised as being in repair will receive the following support to address weaknesses:</p> <ul style="list-style-type: none"> • Rapid Action Plans are reviewed on a weekly basis with the Headteacher. • A full review of governance to enable governors to support the rapid improvement plan. • The school will implement Trust agreed schemes, systems and resources that will improve outcomes for children. • 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. • Support for governance which will always include either the SIP/ Director of Primary/ Secondary or a Trustee attending governor meetings.
<p>Challenge</p> <ul style="list-style-type: none"> • Improve to reinforcement within 1 year • Develop a sustainable SDP based on an accurate SEF with increasing independence from the Trust central team. • Work effectively with the Trust to embed Trust agreed systems, processes, standards, LSP curriculum and pedagogy with some independence and adaption to reflect the schools community and vision in-line with growing expertise of leaders responsible for these areas. • Embed senior leaders’ knowledge and understanding of effective practice and how to support staff to deliver this using effective feedback loops. Begin to develop middle leaders’ knowledge and understanding of leadership and management skills. • Fully utilise the Trust CPD offer to strengthen and create cohesion around the quality of education. • Utilise CPD offer work to strengthen the schools approach to CPD sprints linked to the SDP. Begin to develop a school-led instructional coaching approach to staff CPD – most of this will be led by senior leaders. 	<p>Challenge</p> <ul style="list-style-type: none"> • Improve to ‘Recovery’ within 1 year. • Develop a sustainable SDP based on an accurate SEF with support from the Trust central team. • Work effectively with the Trust to implement Trust agreed systems, processes, standards, LSP agreed curriculum and pedagogy, without adaptation, to create fidelity. • Develop senior leaders’ knowledge and understanding of effective practice and how to support staff to deliver this, including through effective formal feedback mechanisms. • Fully utilise the Trust CPD offer to strengthen and create cohesion around the quality of education. • Utilise Trust CPD offer with instructional coaching support provided by the Trust to strengthen the school’s approach to CPD sprints linked to the SDP.

Peer Review

At Lighthouse Schools Partnership we empower our Head Teachers to be the school improvement lead for their school. Supported by core offer, central team and their identified School Improvement Lead, Head Teachers lead their school's improvement journey drawing upon the expertise within the Trust and from external sources to support and improve areas of priority identified on the School Development Plan.

To harness the collective knowledge and expertise of leaders within the Trust as well as to provide professional development opportunities, all Head Teachers engage in at least one peer review each year. The purpose of these peer reviews is to support accurate self-evaluation and quality assurance as well as to provide support/ challenge and problem solving opportunities to school leaders related to implementation activity being undertaken in-line with the school development plan.



What do we do during Peer Review?	What do we not do during Peer Review?
<p>Focus on the line of enquiry using the agreed framework and the agreed timetable for the day</p> <p>Review and moderate the school's evaluation of the current sources of evidence set out in the peer review being conducted</p> <p>Consider a wide range of evidence bases including those set out in the OFSTED Handbook to collect and connect evidence to build a view of strengths and areas for development</p> <p>Write an accurate summary against the line of enquiry using the sources of evidence presented by the school</p> <p>Agree areas of improvement as well as how this can be done with precise action steps</p> <p>Share the report with the LGB at the next meeting</p>	<p>Make a judgement about whether a school is outstanding, good, RI or inadequate</p> <p>Write a report which identifies individual staff</p> <p>Conduct an informal learning walk of the school</p> <p>Reviewing Head Teachers do not give feedback to or about individual members of staff</p>

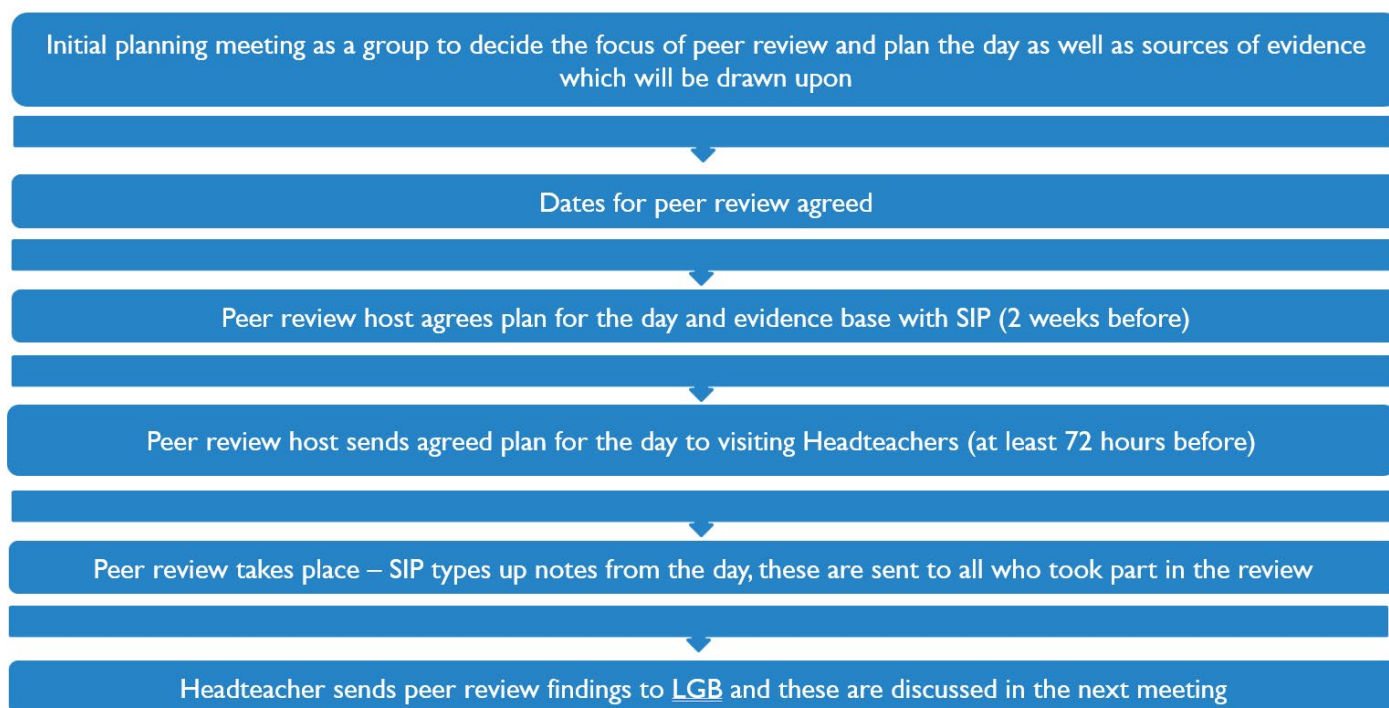
Peer reviews involve the host school Headteacher and 2 other Headteachers using the LSP School Improvement Subject Review Methodology. Peer reviews last for a half day, and the write up of these is completed by the visiting Headteachers.

Areas of focus will fit into one of these categories and should be linked to the School Development Plan

Behaviour and Attitudes	Personal Development	Quality of Education
<ul style="list-style-type: none"> School behaviour curriculum Attendance and punctuality Bullying and discrimination Suspension, exclusion and PT timetables Alternative provision Impact on disadvantaged pupils Impact on pupils with SEND particularly focussed on SEMH 	<ul style="list-style-type: none"> SMSC including PSHE, citizenship and RE Extra-curricular activities Fundamental British Values School approach to promoting inclusion and equalities RSE Curriculum Including pupils with SEND Impact on disadvantaged pupils 	<ul style="list-style-type: none"> Early reading Core subjects Foundation subjects Achievement of pupils Achievement of disadvantaged pupils Achievement of SEND Pupils Impact of Sports Premium



The process for completing a peer review at Lighthouse Schools Partnership



Below is an example plan from a peer review

Hosting School:	Visiting Schools:

<p>What outcome would you like form the peer review? Is this to QA work you have already done or to seek advice and support?</p> <p>Evaluate the impact of the agreed approaches in universal provision in supporting achievement of pupils (SEND and disadvantaged). QA and advice and support on further developments.</p> <p>Where is the strongest practice? What cohesion is there across the school? What are the next steps and how can we continue to improve the practice?</p>			
Agreed line of enquiry for the peer review (question to be answered)	How effective is the quality of teaching and universal provision offer in supporting <i>all</i> pupils to achieve? (through the lens of maths for the peer review)		
Pre-reading	<p>Evidence based research</p> <p>EEF Guide to SEND in Mainstream Schools</p> <p>EEF 5-a-day blog</p> <p>South Glos Universal Provision Guide</p> <p>SEND Information</p>		
Staff who will be involved:			
Timings	<table border="1"> <tr> <td>School based activities</td> <td>Question prompts</td> </tr> </table>	School based activities	Question prompts
School based activities	Question prompts		

08:00	Arrival and welcome	
08:05	Reminder of purpose of peer review	
08:10	Meeting with a selection of teachers – training, universal provision understanding, what will we see and why?	<ul style="list-style-type: none"> • What does high quality teaching and learning look like in maths at X school? • Can you tell us what training you have had to use Rosenshine’s Principles within the context of maths? • When does retrieval happen and what does it look like in maths? • Talk to us about what we will see when you are modelling to pupils today. • What strategies will we see teachers using today to check for understanding with pupils? • How do you use your knowledge of what pupils produce in books and in summative tests to adapt learning in future sessions? Can you give us an example? • What adaptations/ reasonable adjustments might we see in your lessons today for individuals? • What feedback have you had from leaders?
What do I know now? Strengths: Areas for development:		
08:30	08:30 Meet with SENDCO	<ul style="list-style-type: none"> • What training have staff had to ensure that pupils have access to high quality teaching (EEF recommendation 3)? How has the implementation and impact of this been reviewed? • How do staff complement high quality teaching with small group and 1-1 interventions in maths (EEF recommendation 4)? How has the implementation and impact of this been reviewed? • How are TAs trained and deployed (EEF recommendation 5)? How has the implementation and impact of this been reviewed? • What is your analysis of the needs of pupils in school? What are the trends vs individual needs (EEF recommendation 2) • What steps have you taken as a school to create a positive and supportive environment for all (EEF recommendation 1)?
What do I know now? Strengths: Areas for development:		
Date and times for the review: Group 1 9:00 – Yr5 9:15 – Yr6 9:30 – Yr4	09:00 – 10:15 Learning walk – HQTf, SEND and	<ul style="list-style-type: none"> • Does teaching promote 100% participation, 100% engagement from pupils? • Is learning broken down into appropriate small steps? • How clear and explicit is modelling from the teacher? • How does the teacher check that the maximum number of pupils ‘show what they know’? How effectively is this

9:45 – Yr3 10:00 – Yr2 Group 2 9:00 – Yr2 9:15 – Yr1 9:30 – YrR 9:45 – Yr6 10:00-Yr5	disadvantaged learners	<p>information used to decide whether to move on quicker in the lesson or stay on the learning point longer?</p> <ul style="list-style-type: none"> • How are manipulatives and representations used? • How are TAs deployed (1 individual/ group or more holistically)? • Expectations in books and completion of work.
10:15 – 10:45 break and shared feedback	What do I know now? Strengths: Areas for development:	
10:45	Pupil voice including SEND and disadvantaged learners – teaching and learning focus (have books), achievements.	<ul style="list-style-type: none"> • What were you learning in maths today? • What did you do yesterday? • Is this something you have done before? • How does your teacher learn maths? • How do you know when you are being successful? • What happens when you are stuck? • What things does your teacher use to help you in maths? • What would you like your teacher to do more of in maths lessons? • What would you like your teacher to do less of in maths lessons? • How are books marked?
11:15 – 12:00	<p>Discussion of findings for the day against the agreed line of enquiry: How effective is the quality of teaching and universal provision offer in supporting <i>all</i> pupils to achieve? (through the lens of maths for the peer review)</p> <ul style="list-style-type: none"> • Where is the strongest practice? • What cohesion is there across the school? • What are the next steps and how can we continue to improve the practice 	
What do we know?	Strengths: Areas for development:	

Summary of areas of strength
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Areas for development: What are the issues? What is the impact? What is the fix (actions for school)?
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