Maiden Erlegh Trust

CONTINUOUS IMPROVEMENT STRATEGY

SCHOOL IMPROVEMENT FRAMEWORK

MAIDEN ERLEGH
TRUST

Including local arrangements in annexes for:

Maiden Erlegh School

Initial approval:	Oct 2023
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Contents

STRATEGY OBJECTIVES

The main objectives of the continuous improvement strategy (CIS) are to:
- develop confident and highly effective leaders, teachers, teaching assistants, cover supervisors, learners and governors,
- ensure the provision is highly effective for every child whatever their ability or needs – and whatever the subject, the year group or the time of year.

A key aspect of an effective organisation is to ensure that there is an integrated approach to continuous improvement. Maiden Erlegh Trust (MET) believes that where there is a "joined up", rigorous and collaborative process linking the evaluation of standards, professional development, support & challenge, and school improvement, then both learners and staff benefit (**Figure 1**)

Figure 1: Continuous Improvement Strategy

There are 3 core areas which permeate throughout all levels of the organisation and can be broken down further into 21 strands for continuous improvement (**Figure 2**). This enables all levels of MET to have a shared language and the ability to monitor and track progress consistently in different contexts.


Figure 2: 21 pillars for Continuous Improvement

Success criteria for each pillar can be linked to the Ofsted Inspection Framework, but also include bespoke criteria which MET consider to be vital to ensure that all schools within the Trust are examples of exemplary provision.

1. IMPROVEMENT PLANNING

Improvement planning is a key feature that contributes to the successful continuous improvement of the organisation. MET follows the process of setting key objectives by auditing or assessing the functional area in line with national benchmarks leading to the creation of an improvement plan with regular review periods built into the academic year (**Figure 3**)
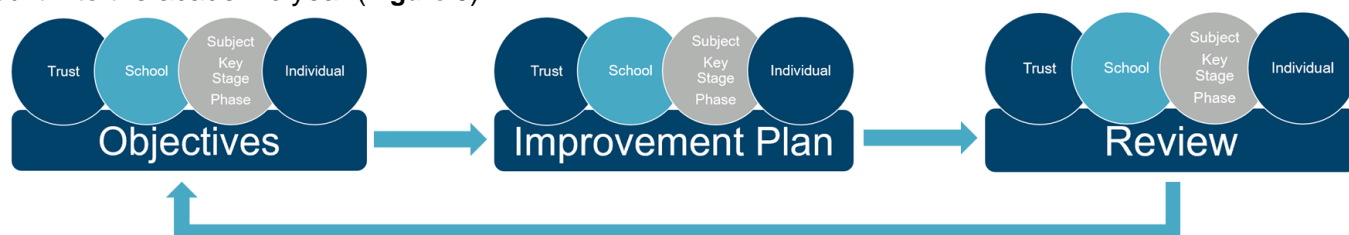
Figure 3: Improvement planning at MET

Whenever an evaluation or review is required at all levels across the Trust there is a simple impact evaluation key (**Figure 4**) consistently used. Evaluations should be accurate, impact and evidence-focused and used to inform any further strategies to aid improvement.

EXEMPLARY	EFFECTIVE	DEVELOPING	INEFFECTIVE

Figure 4: Impact evaluation key

TRUST STRATEGIC OBJECTIVES (SO)	SCHOOL OBJECTIVES	DEPARTMENT/SUBJECT or KEY STAGE/PHASE OBJECTIVES
• See Trust website • Forms the basis of the TSTRAT and TSEF.	• Each school has school specific objectives based on the Ofsted categories (see below). • Forms the basis of the SIP and SPR.	• Each department/subject or Key Stage/phase have their own specific objectives. • Forms the basis of the department/subject or key stage/phase plan.
TRUST STRATEGIC PLAN (TSTRAT)	**SCHOOL IMPROVEMENT PLAN (SIP)**	**DEPARTMENT/SUBJECT or KEY STAGE/PHASE PLAN**
• Written by the CEO and agreed by the Trustees. • Strategic development over 5 years. • Progress towards success criteria reviewing impact termly. • Trustees hold CEO to account for progress.	• Written by the Headteacher and agreed by the LAB and the Trustees. • Strategic development over 1 year using the TSTRAT and the identified needs of the school. • Progress towards success criteria reviewing impact termly. • LAB and Trust hold Headteacher to account for progress.	• Written by middle leader and agreed by Line Manager. • Strategic development over 1 year using the SIP. • Progress towards success criteria reviewing impact termly. • Headteachers hold middle leaders to account for progress.
TRUST SELF EVALUATION (TSEF)	**SCHOOL PERFORMANCE REVIEW (SPR)**	**DEPARTMENT/SUBJECT or KEY STAGE/PHASE REVIEW**
• Written by CEO. • School Improvement Team provide impact evidence for TSEF in line with the Strategic Objectives. • Progress reviewed termly. • Trustees hold CEO to account for impact and evidence-base.	• Written by Headteacher • Senior leaders provide impact evidence and discuss holistic judgements. • Half-termly reviews and evidence published to School Improvement Team and Trustees. • Impact reviewed half-termly and submitted to CEO. • LAB holds Headteacher to account for impact.	• Written by relevant middle leader as part of the Standards Strategy. • Team members provide impact evidence. • Termly reviews take place through Standards Strategy. • Evidence used by Standards leaders/senior leaders to feed into school SEF process.

2. PROVISION

The 21 pillars for continuous improvement can be distributed to, however, this is a constantly evolving process as the Trust develops capacity and grows.

Core area	Aligned autonomy	Autonomy
Educational Standards	Curriculum design Assessment and outcomes	Cross-curricular learning Curriculum planning Attitudes to learning Pedagogy Personal development
Culture and Environment	Behaviour Attendance Child wellbeing Destinations	Bullying Character Enrichment
Leadership and management	Vision Resource management Safeguarding Governance	CPD Staff wellbeing Community engagement

3. CPD & RESEARCH

Each school has its own training and professional development priorities which support the SIP for the year. Each staff member is committed to complete the Core Staff Training and teaching staff with additional responsibilities will also complete training specific to their role.

All staff are expected to keep up to date with relevant research and thinking and to move their professional learning beyond the training room. We will support them to do so and want to see staff developing and embedding the best practice possible.

We provide colleagues from every functional area of the organisation with a **Trust People Development curriculum**. The purpose of this curriculum is to provide colleagues with a Continuous Professional Learning Hub containing differentiated Professional Learning Pathways and a hyperlinked Learning and Development Directory on the Trust IntraMET to signpost the rich and wide variety of professional and career opportunities delivered within Maiden Erlegh Trust.

The pathways and opportunities described in this brochure help to affirm the Trusts commitment to the very best professional and career development for all colleagues who work across our family of schools. Our People Development Curriculum works in tandem with the Maiden Erlegh Institute, outlining our approach to pioneering leadership, teaching and learning, and services and administration. In pursuit of excellence, we must continue to invest in supporting all colleagues to become the very best leaders and classroom practitioners and ensure that the Trust can provide excellent services for the children, young people and local communities in our care.

The Institute also offers several **Continuous Professional Development Courses**. This course brochure works in tandem with the Trust People Development curriculum, highlighting the career and professional development pipelines and opportunities for all colleagues. The work of the Institute is carefully linked to the Staff Professional Development Framework, encouraging all colleagues to take ownership of their own professional career development and practice.

All colleagues have access to the **National College** **CPD platform**. National College provide several benefits relating to a bespoke CPD offer and we will be able to curate tailored watchlists and allocate to different groups to meet training requirements e.g., different functional areas, TAs, SEND.

4. STAFF PROFESSIONAL DEVELOPMENT FRAMEWORK

Each school follows the Maiden Erlegh Trust Staff Professional Development Framework which employs an instructional coaching approach.

In addition, teaching staff are expected to meet the basic Teacher Standards and the UPR standards (Appendix 3 MET Pay Policy) where relevant. They are also required to demonstrate that they understand their responsibility to contribute positively to the standards within their team and school.

As part of the appraisal cycle, Trust colleagues use the MET Career and Professional Development Action Plan to help to formalise their approach to aligning one appraisal target specifically to career and professional development. The Action Plan then forms part of the discussion about professional and career development with line managers and provide colleagues with the opportunity to consider relevant career goals as part of a 5-year journey.

Explicit in the Teacher Standards is the expectation that teachers be reflective and evaluative of their own practice and take responsibility for their professional development commensurate with their experience and role.

5. OUTCOMES

In all areas there are measurable targets, referencing national comparative data where appropriate, that are regularly monitored through the improvement planning process. For example, the Standards Strategy (**Figure 6**) forms part of the academic monitoring of children's outcomes within the Assessment and Outcomes pillar. The underlying principle is to ensure that all children can maximise their potential and the school tries to remove as many obstacles as possible that might hinder their progress or attainment. Depending on the size of the school there will be a Standards Leader or a team of Standards Leaders who will have calendared recorded meetings with the middle leader within a half termly cycle.
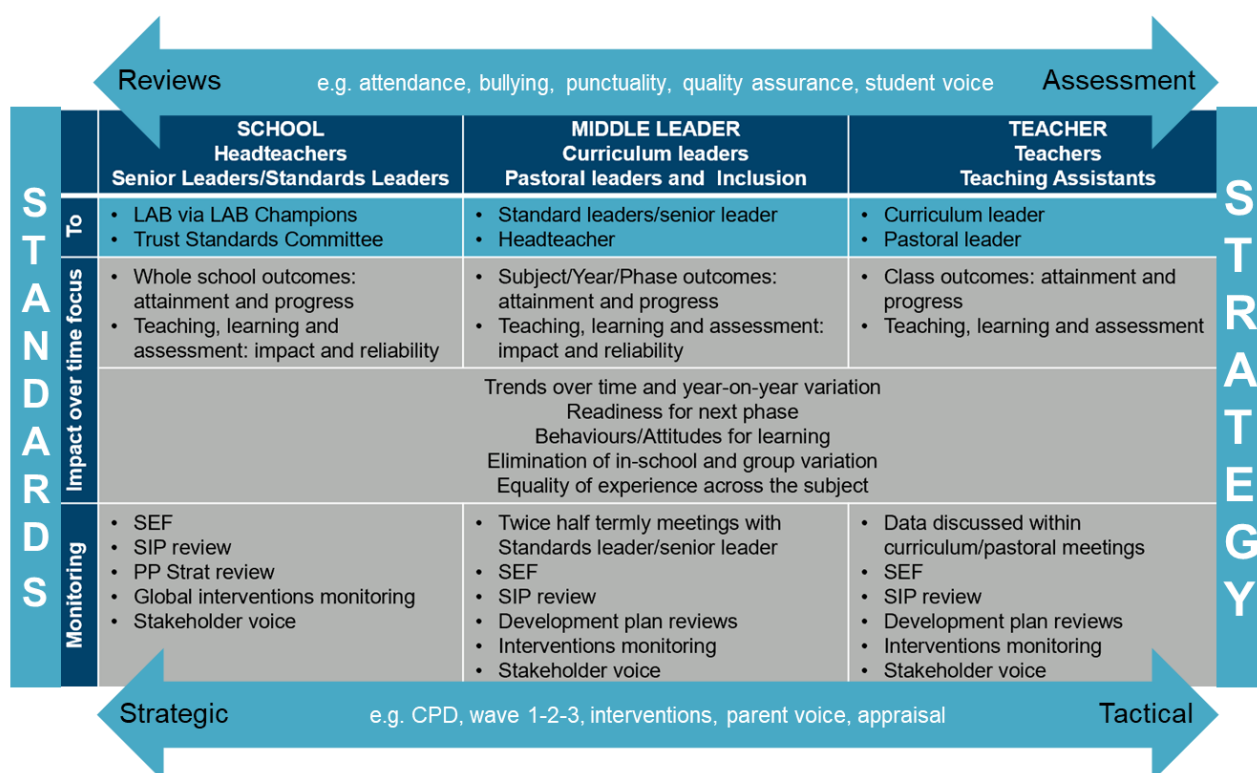

Figure 2: Standards Strategy

6. QUALITY ASSURANCE

Children only get one chance at gaining an education and they deserve the best provision on offer.

Quality assurance is a process that occurs at all levels within MET across all 21 pillars as it is important to:
- Develop, support and encourage staff;
- Share experience and best practice for the benefit of other colleagues;
- Encourage innovation;
- Ensure that the most appropriate CPD is in place;
- Ensure that there is consistency and equity of practice over time;
- Provide additional support or appropriate interventions as necessary;
- Provide evidence as part of the Staff Professional Development Framework.

All staff should be mindful of the fact that their professional practice has a direct and indirect impact on the quality of work, job satisfaction and workload of others, and work together accordingly.

Quality assurance will occur at multiple different times and take several different forms (**Figure 7**) throughout an entire year, sometimes this will have taken on a school improvement focus or a team focus, both of which will support the individual focus. Those involved in monitoring and quality assurance will receive training delivered by school or Trust leaders.

Substantial and sustainable improvements happen when quality assurance is a collaborative and developmental process and colleagues are encouraged to be reflective professionals evaluating the impact of their provision in the round.

Feedback	Improvement	Validation
Focus groups	CPD	Networks
Child Parent Staff	Coaching Leadership Provision	Cross-Trust External
Moderation	Discussion	Professional Awards
Provision Subject	Coaching Leadership Provision	Compliance Excellence
Reviews	Observation	Outcomes
Cross-Trust School	Planned No notice	Cross-Trust School Subject
Surveys	Professional Learning	Scrutiny
Child Parent Staff	Qualifications Subject Provision	Compliance Professional body

Figure 3: Forms of Quality Assurance

Staff are entitled to professional and developmental feedback. For feedback to be meaningful it should be timely (ideally within 5 working days) and a two-way process, with the evaluator leading a discussion. Feedback should clearly outline the strengths and development areas should be finalised after the discussion which will be tracked to aid the whole school provision of CPD. For further information regarding support for staff please refer to the Staff Professional Development Framework.

Annex 1 – Improvement Planning

https://www.maidenerleghschool.co.uk/attachments/download.asp?file=3484&type=pdf

Annex 2 – Provision

See Policies section on school website.

https://www.maidenerleghschool.co.uk/page/?title=Key+Policies&pid=14

Annex 3 – CPD and Research

https://www.maidenerleghinstitute.org/page/?title=Professional+Development&pid=21

Annex 4 – Staff Professional Development Framework

Maiden Erlegh Trust Staff Professional Development Framework

Annex 5 – Outcomes

https://www.maidenerleghschool.co.uk/page/?title=Exams+Results&pid=19

Annex 6 – Quality Assurance

Educational Standards: The quality of education is evaluated at subject, key stage, group /school level.

		CURRICULUM
1. SEQUENCING	a)	Curriculum planning and delivery is ambitious for all learners.
	b)	The development of knowledge, skills and fluency are embedded in sequences of learning and assessment.
	c)	Learners are successful in increasingly complex activities which draw on a range of knowledge and skills, aligned to challenging personal targets.
	d)	Learners understand how lessons/tasks contribute to their path toward their own targets.
	e)	Learners understand the plan for their learning (and examination specifications where necessary).
	f)	Carefully planned and transparent assessment is used formatively by teachers and learners so that knowledge and skills build up over time.
2. PEDAGOGY	a)	Pedagogical choices evidence/experience-based. Teachers/TAs are confident in using chosen strategies.
	b)	Teachers skilfully adapt, teaching and learning activities include all learners over time.
	c)	Misconceptions are anticipated and addressed before tasks are set: learners are set up to succeed.
	d)	Carefully planned deliberate practice and recall activities build and embed knowledge and skills.
	e)	Modelling and guided examples are used to develop proficiency and accuracy.
	f)	Questioning is inclusive and personalised (using hands-down or graduated questions approach).
	g)	Questioning prompts developed responses from learners at levels appropriate for each one.
	h)	Transparent formative assessment is used by teachers and learners to consolidate strengths, close gaps and improve work/performance wherever possible.
	i)	Homework tasks are accessible and appropriately challenging for all learners, in line with school policy.
		ASSESSMENT
3. FEEDBACK AND PROGRES	a)	Assessment and feedback are consistent across subject groups (in quality and frequency).
	b)	A range of valid assessment activities are used formatively.
	c)	Formative assessment is used to inform teaching and planning.
	d)	Learners understand their personal target, current attainment, strengths and development areas.
	e)	Assessment is transparent to learners.
	f)	Learners show evidence of extended and/or academic writing, grappling with complex issues/problems/texts
	g)	Learners are making progress in line with their starting points and their cognitive peers.
	h)	Learners experience success in internal and external assessments.
	i)	Learners' work is increasingly accurate and precise; showing depth of knowledge and understanding.
	j)	Learners understand how to use agreed criteria to plan and improve their work.
	k)	Learners value feedback and DIRT and are motivated to improve their work (regularly making substantial improvements).
	l)	Feedback helps learners understand strengths, how and what to improve AND how to learn and manage learning better.
		BEHAVIOURS FOR LEARNING
4. ROUTINES	a)	Learners clearly understand routines and what is expected of them.
	b)	Learners arrive to lessons on time and ready to learn.
	c)	TAs are deployed effectively to support learning.
	d)	Poor behaviour is managed effectively and fairly in line with policy.
	e)	Priority seating is used where needed.
	f)	Brain-Book-Buddy-Boss is used consistently to develop and validate independence and fluency.
	g)	Teachers praise and validate positive learning and practice habits in learners.
	h)	Relentlessly high expectations of all learners all of the time.
5. ATTITUDES TO ...	a)	Learners are inspired and enthused – by individual tasks and/or over time.
	b)	Learners engage willingly in positive and respectful discussion and debate.
	c)	Learners show pride in work (especially written work).
	d)	Learners show a willingness to rise to challenges and solve problems.
	e)	Learners show ability to work both independently and collaboratively.
	f)	Learners are focused and display active listening skills.
6. IMPACT	a)	Learners of all abilities think hard.
	b)	Learners demonstrate that they know more, can remember more (recall), and can apply independently what they have previously learnt and across the curriculum (within subject and using connected knowledge and skills).
	c)	Where learners have gaps in learning, these are closed or closing.
	d)	Learners can apply mathematical knowledge and reasoning to other subjects.
	e)	Learners are confident and competent readers – they can increasingly cope with more mature and academic texts, a broad range of vocabulary and cross-curricular references.
	f)	Learners understand and use an increasingly sophisticated vocabulary (verbally and in writing).
	g)	Cultural capital developed proactively.

Quality of Education Feedback Form

Staff Name		Obs No:	Observer:	Dept:	DCP Reviews Completed Y/N	Positive Learning Environment Y/N	TA Employed Efficiently Y/N	Evidence of PSMSC Y/N
Date: Day: Period:	Strengths							
	Areas for Development	**Actions for Development**						
Class:	Focus ____ Focus ____							