

ALUMNIS

Inspiring Changemakers



**ALUMNIS SCHOOL
IMPROVEMENT PROSPECTUS**

School Improvement.

Learning is a quest to discover a pupil's unique character and lay the foundation for their lifelong journey of learning; ensuring they reach their potential. Development of character and achievement of high academic standards are not separate; a future ready curriculum that is driven by a holistic approach cultivates independent, thoughtful, and reflective students that work towards a sense of mastery, deepening understanding as well as experiencing a breadth of opportunity. We champion a spirit of enquiry, a sense of collaboration, a joy of working with young people and believe in developing the whole child - academic skills. Intellectual habits transformative competencies, character virtues and well-being that enable individual flourishing.

As a trust of interconnected, like-minded schools that see themselves as 'capacity givers' and 'capacity receivers' interchangeably and understand that every school is constantly reviewing, refining, and improving on their pathway towards excellence. We seek to build a resilient school system that has capacity and can create conditions to keep improving. If the values, collective purpose, and direction of the trust is widely owned this creates a climate of collaboration, revolutionary habits and impressive conduct that secure a dividend that is more self-sustaining.

Continuous School Improvement is the process by which the Trust ensures schools maintain and improve the standard of education that pupils within our settings receive. For school improvement to be fit for purpose at Alumnis it must support and ultimately achieve our Trust's aim of working together so that children can lead great lives.

Fundamental to achieving this aim is a clear focus on:



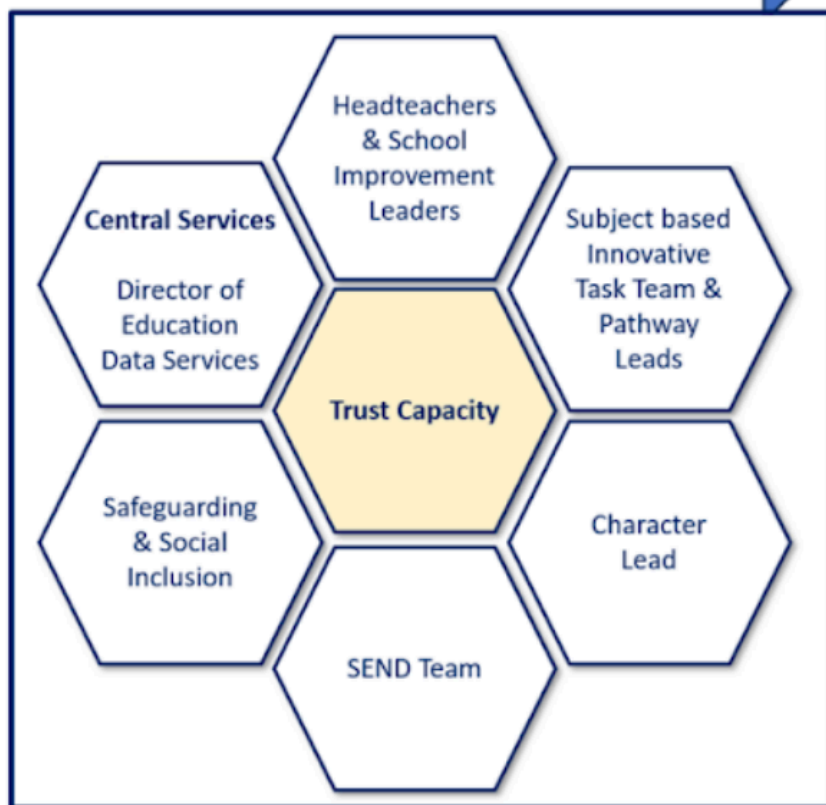
Collectively transformative.



Our approach identifies potential leaders and provides opportunities for projects to be led across the Trust supported by named colleagues. Staff from across the schools are brought together to work on this project, usually encompassing a mix of experience and roles.

Subject leader Groups and Innovative Task Teams have been created for each of the roles working in our schools. Colleagues holding similar roles come together to share best practice and to innovate together. These groups collaborate to drive our strategy and improvement across our setting working together to develop subject and curriculum expertise and provide models of outstanding pedagogy to share within and across schools.

Our Trust Safeguarding Lead works with our Social Inclusion Officers across the Trust and our lead SENDCo works with cluster SENDCos to support our vulnerable pupils. All collaborate with other agencies and with families to ensure that all children are safe and progressing well in school.



Director of Education
Rachael Sharpe

Headteacher
Maryl Steyn

Headteacher
Rebecca Northcott

Headteacher
Gail Holmes

Headteacher
Lully Newman

Headteacher
Sam Drew

Headteacher
Dee Seddon

Headteacher
Rob Roffey

Subject specific ITT teams

RE and SIAMs lead

Literacy lead

Maths lead

Character Lead

**RE and SIAMS
team**

Literacy team

Maths team

**Character & PSHE
team**

Geography team

Art and DT team

Science team

History team

PE team

Music team

MFL team

Computing team

Teams supporting our most vulnerable

SEND lead

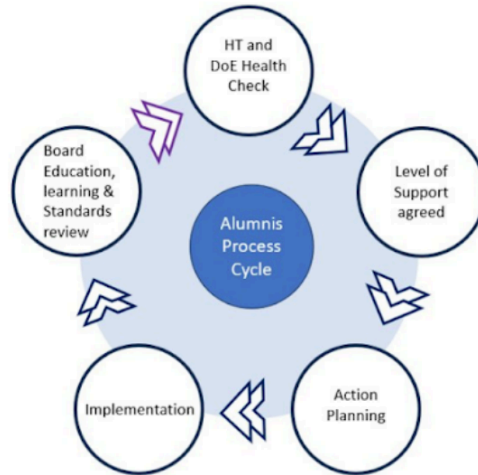
Safeguarding lead

SEND team

**Social Inclusion
team**

A graduated response to school improvement.

Alumnis operates a graduated approach to school improvement. School evaluation is co-constructed. Our approach to school improvement is firmly based around our aspiration that every child **and** member of staff in our family of schools deserves the very best opportunities to flourish.



The evaluation of school need will be determined by Trust leaders whilst considering each of the following criteria and our school improvement grid: -

- Previous Ofsted judgement and progress towards areas for improvement/next steps
- Current quality of education (based on visits/documentation of curriculum design and pedagogy)
- Behaviour and Attitudes (attendance, exclusions, pupil voice)
- Personal Development (safeguarding, PSHE, RSE provision, entitlement, and enhanced curriculum provision)
- Leadership & Management
- Governance
- Staff Welfare
- Identified capacity givers.

OUR APPROACH TO SCHOOL IMPROVEMENT

	Stabilise	Repair	Improve	Excellence as Standard
Quality of Education	<ul style="list-style-type: none"> • School required significant improvement • No clear underpinning for the future Focusing on urgent 	<ul style="list-style-type: none"> • Establishing more control • Reactive decision-making Embedding early improvements focusing on QA 	<ul style="list-style-type: none"> • Shifting from Management to Leadership • Embedding Strategies • Improving outcomes 	<ul style="list-style-type: none"> • Confidence in performance • Increase innovation in delivery • Leading collaboration & accountability
People, Culture and Wellbeing	<ul style="list-style-type: none"> • Diagnostic of learning and teaching strengths across all year groups and key stages. • Outline expectations of teachers and routines. • Diagnostic of curriculum provision. • Core subject focus. • Consider internal and external data analysis. 	<ul style="list-style-type: none"> • Support programme for learning and teaching established using Alumnis teacher rubric and coaching model. • Establish Curriculum Framework • Staff deployed to support local leaders. • Access and engagement of Alumnis Professional Learning Centre. • Continued curriculum focus including assessment of ALL subjects. 	<ul style="list-style-type: none"> • Consistent and effective learning and teaching across all year groups and classes. • Established coaching programme with every teacher trained. • Support frameworks consistently used and embedded practice across the whole school. • Curriculum continues to promote pupil agency and improved outcomes. 	<ul style="list-style-type: none"> • Monitoring and assessment are timely, curriculum and pupil led enabling flourishing for all. • Constant review of innovative teaching practice to enable effective learning. • Experts are continually developed and deployed to support internally and externally.
Efficiency & Effectiveness	<ul style="list-style-type: none"> • Identify a suitable Leadership Team including governance through skills audit. • Set up an emergency task force to oversee rapid improvement. • Evaluate safeguarding procedures, ineffectiveness challenged with immediate actions. • Commence strategy to engage community. 	<ul style="list-style-type: none"> • Review delegated responsibilities. • Ongoing training package in place for leaders at every level (Distributed Leadership). • Continued curriculum focus including assessment of ALL subjects. • Development plans established and monitored. 	<ul style="list-style-type: none"> • All stakeholders can clearly articulate vision and school priorities. • Governance/ Local Schools Committee represents a cross section of the school community. • Everyone a leader, shared accountability. • Weekly meetings focus on learning and teaching to improve pupil outcomes. 	<ul style="list-style-type: none"> • Leadership holds ALL to account, setting aspirational targets and rigorously monitoring, taking necessary action where required. • Regular contribution to external education agendas. • Attendance of all stakeholders is positive indicator of positive well being for all. Increasing focus on 3 – 5 year planning.
Distributed Leadership & Civic Duty	<ul style="list-style-type: none"> • Review of legal compliance. • Review of budgets • Website – fit for purpose and meeting legal requirements. • Staffing structure. • Review of premises; H&S. • Review of systems and processes. 	<ul style="list-style-type: none"> • Continued focus on financial structures. • Review of IT service • Premises development plan created and monitored. • Branding and marketing strategy developed. 	<ul style="list-style-type: none"> • Schools feel empowered and operate effectively with central service support. • Financial systems are embedded with central services involved where necessary. • Succession planning is built in at every level. 	<ul style="list-style-type: none"> • Financial autonomy within the constraints of the scheme of delegation and budget setting process. • Excellent H&S and premises reports. • IT is fit for purpose at every level. • Systems and processes support capacity and continued excellence for pupils.
	<ul style="list-style-type: none"> • Establish a robust conduct policy. • Retrain safeguarding team using the Social Inclusion Team. • Ensure SEND and vulnerable pupils/ family's needs are identified and met. • Character development programme started. • Establish open communication with the community. Including a Q and A evening. 	<ul style="list-style-type: none"> • Attendance targets to be brought in line with national expectations. • Improved parental engagement and early identification of needs. • Improved community interaction – open days, newsletters, pupil progress etc. • Staff wellbeing charter and champion established. 	<ul style="list-style-type: none"> • Consistent language used to School Improvement • Student Leadership is established. • Attendance is in line with national expectations. • Parent and community voice is built into school developments. 	<ul style="list-style-type: none"> • SEND and vulnerable pupils progress well and achieve in line with their peers where possible. • Excellent practice is communicated at every level. • Global citizenship is evident.

Expected support once a school has been categorised:

Level of Support	Standards	Trust Support focusing on Quality of Education.	School Reviews
Low (Excellence as standard)	Currently judged good or outstanding and the school has the capacity to support others and a track record of impact.	<p>Core School Improvement Offer: Personalised support and research opportunities. Social Inclusion Team weekly. SEND and disadvantaged Team weekly. Curriculum, Assessment, Teaching & Learning (generic) Character development with trust lead half termly. Bespoke teaching and learning subject support where needed.</p> <p>6 days per year DoE support.</p>	<p>3 ELS data reviews. 3 self- directed HT Peer Reviews annually. Subject leader peer reviews termly. Annual safeguarding audit. Full annual review by DoE and CEO, plus peers 6 weekly (3 hrs.) Health Check Meetings – DoE and HT Regular School Improvement conversations (1hr) – DoE and HT</p>
Medium (Improve)	May currently be judged by Ofsted as good and declining OR our evaluation identifies some areas for improvement in a key Ofsted area.	<p>Core + Expert teaching and learning, subject specific support from key leads across the trust. Support from other schools in low level category focusing on quality of education/ teaching and learning.</p> <p>9 days per year DoE support.</p>	<p>3 ELS data review days. 3 self-directed HT peer reviews annually. Subject leader peer reviews termly. Annual safeguarding audit. Two reviews by DoE and CEO, plus peers. 6 weekly (3 hrs.) Health Check Meetings - DoE and HT Regular school improvement conversations (1hr) – DoE and HT</p>
High (Repair)	May currently be judged by Ofsted as RI OR our evaluation identifies some weaknesses.	<p>Core + Mid-year safeguarding review. Expert teaching and learning subject specific support from key leads across the trust. Support from other schools in low level category focusing on quality of education/ teaching and learning.</p> <p>12 days per year DoE support</p>	<p>3 ELS data review days. HT action plan review to ELS committee 3 times a year. Annual safeguarding audit in addition to LA and one interim review Tri-annual Review (bespoke) 6-weekly (3 hrs.) Health Check Meetings – DoE and HT Regular school improvement conversations (1hr) – DoE and HT</p>
Very High (stabilize)	May currently be judged as RI or Inadequate OR our evaluation identifies significant weaknesses.	<p>Core + Mid-year safeguarding review. Expert subject specific support from key leads across the trust to include curriculum support, teaching and learning and overall quality of education. Support from other schools in the low level category focusing on quality of education/ teaching and learning.</p> <p>Weekly DoE support.</p>	<p>3 ELS data review days. HT action plan review to ELS committee 3 times a year. 3 peer reviews facilitated by DoE. Annual safeguarding audit in addition to LA and 2 interim reviews Termly Review (bespoke) Fortnightly intensive drive meets with DoE (3hrs)</p>

