



HEARTS ACADEMY TRUST

HEARTS School Improvement strategy

Introduction

This document sets out the HEARTS Trust approach to school improvement. It describes the roles and responsibilities of staff and the expectations of all who work in HEARTS schools. It also lays out the standards we all aim for and the key qualities being developed, based on our values.

Rationale

We support and develop all pupils through our strategic plan and its execution in school. Our primary focus is always on the most vulnerable whether they are temporarily vulnerable or their circumstances mean that they are always likely to be vulnerable. To this end we have developed a HEARTS school improvement team who add capacity for school leaders and pupils to support the best learning and support teachers to reach outstanding levels in the earliest years of their career. We aim for all of our schools to be outstanding and all of our teachers to provide outstanding learning opportunities and progress within 2 years of appointment. Directors of learning and Lead practitioners provide the following support:

- Deployment of outstanding teachers and Lead practitioners to coach and mentor new teachers and those needing to improve.
- Working with middle leaders on improving Trust approaches to learning.
- Sharing good practice through Teach meet sessions across the TSA.
- Developing curriculum policies.
- Leading on shared approaches to the curriculum.
- Research and development in key subject areas.
- Trialling new approaches with teaching staff.
- Developing shared approaches to assessment and feedback.
- Supporting teachers to use innovative approaches to accelerate progress particularly for the most vulnerable.
- Supporting schools to set ambitious targets for their pupils and helping them achieve them.

Improvement is brought about through

- A focus on the HEARTS values as the means to establish an ethos of care and love which builds pupils' and staff capacity and confidence to learn and take risks.
- A relentless pursuit of outstanding teaching and progress with a supportive CPD programme and leadership so that all can develop.
- Strong, professional leadership which focuses without distraction on teaching and learning and the safeguarding of pupils, families and staff.

- A well developed approach to community, pupil and family support including homework, community events, parent support and engagement, including the use of innovative technologies to engage families.
- A varied and exciting curriculum which establishes links between subjects and gives children every opportunity to master, refine and apply skills learned.
- High aspirations and a commitment to all pupils that they can achieve national expectations and beyond.
- An understanding that when pupils fall behind it is the responsibility of all adults and in particular their teacher to support them to catch up and help them exceed expectations.
- An entitlement CPD for all staff focused on developing skills in bringing about rapid progress in pupils' learning.
- Intensive coaching and support from Lead practitioners for new teachers and on-going support and coaching for good teachers to reach outstanding practice.
- Directors of learning and Lead practitioners who are charged with ensuring good practice which impacts on pupils, is shared efficiently between schools, implemented in classrooms quickly and shared widely through the TSA teach meet and research sessions.

Roles and responsibilities

The primary responsibility of every Headteacher is to the learning and progress of their students / pupils. They should focus the majority of their working day on this. In line with this we have built capacity at HEARTS to support learning and teaching beyond the school team and to ensure that key business matters do not distract Headteachers from their core roles in our most vulnerable schools.

Headteachers

- Work with LPs and DOLs on the support and development needed for their staff and school.
- Set aspirational targets for staff and pupils.
- Have high expectations for all of their children, families and staff.
- Focus on learning and teaching and safeguarding to the exclusion of all else.
- Ensure that the HEARTS curriculum is taught.
- Work with DOLs on curriculum improvements and adaptations and on new policies and processes in school such as marking and assessment approaches.
- Deploy their strongest teachers and middle leaders to the Trust to develop the curriculum and learning further and share good practice.
- Commit to developing their own practice and learn from others through collaboration and being a giver and receiver of support.

Middle leaders

- Are the engine of school improvement.
- Champion subject areas and develop and track pupil progress in their appointed area of expertise.
- Form working groups to improve Trust schools' practice and collaborate to improve practice across the group of schools.
- Develop new ideas and try out new approaches.
- Lead and attend teach meets and present at them.
- Support the spread of knowledge across the TSA.

- Meet regularly to share best practice with other Trust middle leaders.
- Are the curriculum champions for their schools.

The Trust

- Supports through the School Improvement Team and development of curriculum matters as well as following research and developments in learning.
- Provides on-going training including current thinking and research, support, development and information updates for all staff.
- Develops communication systems which support fast and effective dissemination of key information to all stakeholders.
- Business matters catered for including finance and HR so that staff in schools are not distracted from their core purpose of leading teaching and learning.
- Provides appropriate data systems which allow good tracking of pupils and easily seen issues and concerns.
- Places LPs where the most need is.
- Supports recruitment and selection of staff so that these processes do not distract leaders in schools from learning and teaching.
- Supports financial management and day to day transactions so that these processes do not distract leaders from learning and teaching.
- Marketing plans and support for marketing developments.

Programme for school improvement

Weekly scholar pack dashboard provided for each school by Business manager including attendance, pupil changes, progress and attainment data of cohorts, and predictions for key year groups. Published calendar of data collection.

1. July – HT Pm with CEO/EHT/fed head including setting of targets for each year group and key groups using FFT data.
2. July – HTs and DOLs meet to set priorities for their schools
3. September – LPs and DOLs PM
4. September – DOLs meet HTs and discuss priorities for each school and individuals.
5. September – HTs monitor non negotiable in learning environments and start lesson observations with senior leaders. (See monitoring policy for key responsibilities)
6. October – targets are refined and reviewed in light of pupil changes, new data analysis and lead practitioners deployed. Data provided by the end of October from assessments
FS baseline data finalised
7. November – analysis of data and review of lead practitioner priorities.

New schools

Due diligence prior to joining (see Due diligence list)

We will work with schools at any point during a year but they will not formally join the Trust until the 1st September in any given year.

Non negotiables

1. Adoption of core curriculum, HEARTS pedagogy, HEARTS data and assessment systems, HEARTS behaviour policy and HEARTS values
2. Two days training for all staff on the above
3. Adoption of entitlement CPD
4. Weekly planning with LP and/or DOL
5. Attendance at TSA teach meet for teaching staff.
6. Contribution to shared services currently at 5%
7. Contribution from PP for Trust teaching and learning team who have a key focus on PP pupils.

Model programme of support (to be seen in conjunction with the monitoring and intervention strategy)

Week 1 – September

- All staff assigned DOL , LP or outstanding teacher for coaching and mentoring and 1 day is spent in class to establish individual priorities and action plans with aim for outstanding teaching for all. Support level in relation to individual/group/year group need.
- Training on marking and feedback processes
- Learning environment non negotiables established
- DOLs set targets for year groups with HOS
- Key risks agreed with senior leaders and weekly visits by EHT focus on these.
- Training in behaviour management.

Week 2

- Marking and feedback process adopted and implemented with aid of LPs.
- Behaviour policy implemented by all staff.
- Continued in class coaching
- Super SENCO reviews SEN/vulnerable groups in key classes and year groups
- Training on key groups and their needs
- Continued coaching and modelling for all staff

Week 3

- Middle leader evaluations and action plans
- Leadership action plan which includes appropriate training from the HEARTS CPD entitlement
- Super SENCO reviews further year groups SEN / vulnerable groups
- Implementation of provision for key underperforming groups with focus on accelerated catch up
- Performance management training for governors and senior staff
- Continued coaching and modelling for all staff

Week 4

- Teacher performance management meetings and quality of teaching, pupil outcomes, CPD and leadership training established for all teachers.
- Continued coaching and modelling for all staff
- Extended curriculum, after school provision, sports, arts provision reviewed