

School Improvement Offer

2022



The Rose Learning Trust School Improvement Offer 2022

One of the aims of bringing schools together in trusts is to provide them with levels of support and collective learning that would not be achievable for any school on its own.

Sustainable collaborative school improvement is our core business to improve outcomes and experiences for all pupils. Schools joining the trust enter an environment of collaboration with the aim of supporting each other on a journey to outstanding. The Rose Learning Trust believes in developing its workforce to maximise the opportunities and success of its pupils.

The Rose Learning Trust school improvement offer demonstrates its commitment to developing a strong learning culture across the trust. This investment will result in a talented and dedicated workforce, working effectively within our academies and across the wider trust, making teaching as good as it can be and ultimately impacting on pupil outcomes and experiences.

How do we achieve it?

1. The goal is for every child to have a great teacher in **what** they teach (curriculum) and **how** they teach (pedagogy)
2. For this to happen, we need to mobilise for every teacher, the best evidence from research
3. There is no improvement for pupils without improvement in teaching and no improvement in teaching without the best professional development
4. There is no improvement for pupils without the best support from all the adults who work in school, supporting teaching and learning and/or providing business continuity
5. Curriculum Matters – the curriculum lies at the heart of education, and subject lies at the heart of the curriculum. Teachers need solid knowledge and understanding of the subjects they teach and how to teach them.
6. The facilitation of better professional development, support and challenge will ultimately lead to better teaching and sustainable improvement for all pupils

'One child, one teacher, one book, one pen can change the world.'
Malala Yousafzai

SCHOOL IMPROVEMENT

Rationale for our school improvement model

Our school curriculum lies at the heart of education. It determines what learners will know and be able to go on and do by the time they have finished that stage in their education. As a trust we have invested a significant amount of time in developing a knowledge rich curriculum to give our pupils access to the very best curriculum content. Our curriculum is ambitious and goes above and beyond the requirements laid out in the National Curriculum. Our curriculum essentials include: fidelity to a government approved phonics scheme and maths mastery approaches integral to the teaching of mathematics.

Our school improvement offer focuses on curriculum development and teacher effectiveness, a strong predictor of pupil progress and outcomes. This is underpinned with a focus on instructional leadership characterised by leaders leading on pedagogy, curriculum and inclusion.

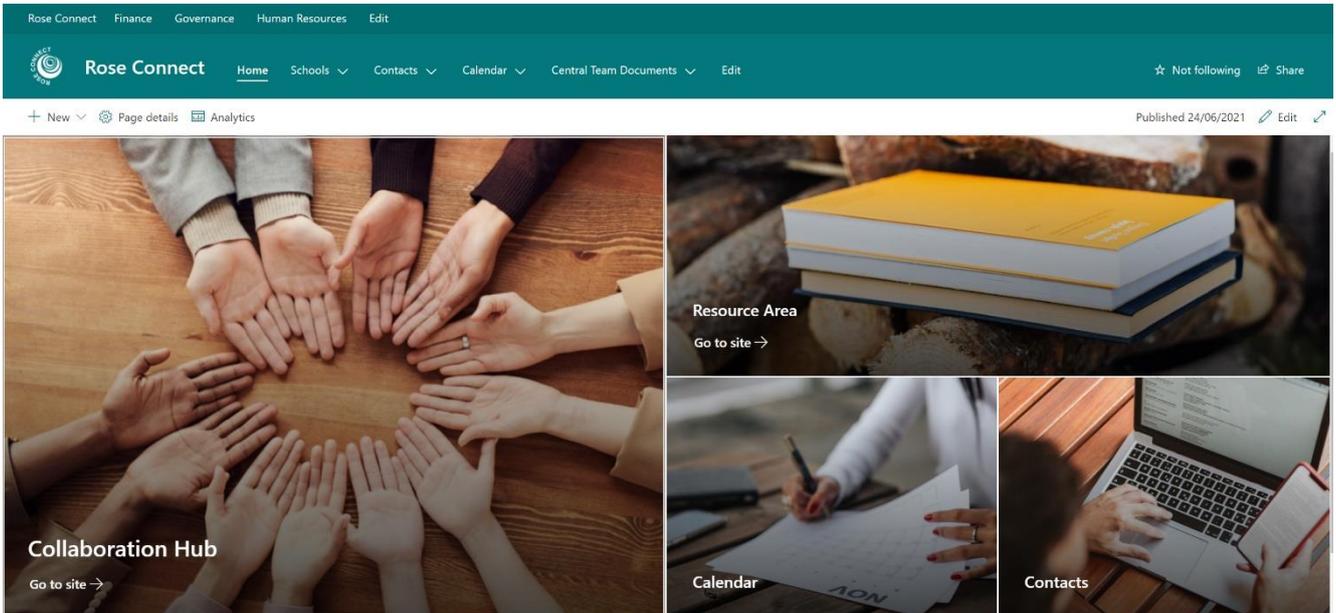


- Senior leader professional conversations aligned to pedagogy, curriculum and inclusion
- Ongoing academy health checks and challenge conversations focused on the trust data dashboard, providing a graphic overview of how each academy is performing (termly)
- Half termly advanced leader networks
- Headteacher Performance Management including mid-term review and support for governors
- Intensive support for Ofsted
- Monitoring and support for statutory testing
- Standardised assessment and analysis of data
- Access to WalkThru materials and training to support evidence informed teaching strategies through a process of instructional coaching
- Access to comparative judgement through No More Marking (to support the marking and moderation process)
- Access to accredited BASIC coaching training for staff (additional cost for certificates, manuals)
- Let's Think in English** – access to Let's Think in English (LTE), an evidence-based teaching programme which helps pupils develop the higher-order skills needed for success in English. The primary programme consists of a training package and access to a suite of high-interest lessons which are intended to be used fortnightly from Year 1 to Year 6. They are largely oral, based on reading, open-ended questioning and structured group discussion, which increases pupils' reasoning skills and metacognition (structured reflection). **One funded place per academy**
- Reading Matters:** support for early reading and phonics
- Maths Matters:** Support for maths mastery approaches with access to a maths mastery practitioner EAL/Diversity – support in the development of policy and practice
- Curriculum Matters:** access to a range of curriculum and subject specific networks and training sessions
- Support for staff health and wellbeing – access to a staff wellbeing survey for all staff members through Edurio, designed and validated in collaboration with the UCL Institute of Education. The package includes: full management of the survey; survey outcomes at school and trust level; benchmarking and analysis
- Early Years-** the Early Years offer is led by our trust Early Years lead with an annual package available to everyone as well as a more bespoke approach specific to the needs of each individual academy. All academies will access a termly Early Years leads network, an

assessment package to allow for moderation across the trust, an annual EYFSP moderation visit and professional conversation and a termly CPD session for all EYFS staff. Key themes running through both the leads network and the CPD sessions will be delivery of the statutory framework, developing and delivering an EYFS curriculum that is fit for purpose and key updates. In addition, academies have access to more specific, bespoke support focused on school improvement, at their request or as directed by the trust central team. Support can be focused upon improving teaching and learning (observations of teaching and learning, setting observations, bespoke CPD for staff, 1-1 support for staff), supporting leadership at all levels (1-1 support for EYFS leads to ensure quality provision through timetabling, planning, monitoring and data literacy or support for senior leaders to monitor and evaluate the quality of EYFS provision) or developing staff knowledge of the Early Years through CPD.

- Expert advice, guidance and support through a comprehensive range of leadership networks including governance, supporting curriculum development, leadership development and school improvement
- Access to an accredited Evidence Lead in Education who will support schools in developing evidence-based practice across the trust
- Opportunities for joint working/shared projects on curriculum, pedagogy, pastoral issues to drive change and improvement in schools across the trust through the **trust pedagogy champions***
- Access to a vast library of resources, research papers and documentation including bespoke proformas for school improvement planning through Rose Connect, a dedicated SharePoint platform.
- Access to the Confederation of School Trusts (CST) which includes access to its resources, training, leadership network and newsletter
- Access to a training space/meeting space for trust professional development, networks and meetings
- Round the clock help, support and guidance from a member of the central team

***What is a trust pedagogy champion?** A trust pedagogy champion is a member of staff who engages with educational research, both as a consumer and as someone who engages in research to impact on their practice through generating new evidence. They offer support and advice to colleagues through professional conversations and PDMs. Their details and areas of expertise and interest can be found in the school improvement offer directory.



Our collaboration and information resource area – Rose Connect

Finance:

Expert financial management from a qualified chartered accountant providing:

- The lead role in ensuring each academy and the trust is compliant in meeting its statutory financial obligations
- Advice and training for governors and staff to support their obligations under the Academies Financial Handbook
- Support to academies in meeting the requirements of the trust's financial reporting timetable and budgetary control processes
- Support and guidance on using the trust's financial systems, reporting and budgeting tools
- Support in producing annual budgets, budget monitoring forecasts and medium to long term planning
- Funding advice supporting schools with estimating their individual funding and advice on the impact of funding policy changes
- Advice and support on resource planning, partnership opportunities and risk to support strategic decision making
- Ongoing financial health checks and challenge conversations focused on the trust data dashboard, including the provision of benchmarking and integrated curriculum and financial planning measures.
- Access to termly Business Leads network facilitating and promoting budget efficiencies through joint procurement opportunities and the sharing of best practice.



Statutory Compliance

Statutory policy compliance support

Annual safeguarding review led by the trust safeguarding executive

Website development and website compliance support

Ongoing support for safeguarding through Gooseberry Planet and cyber security through Secure Schools **(match funded)**

Health and safety management and support including risk assessments and access to a bespoke portal. Competent office role provided by a chartered health and safety practitioner

Access to a termly site manager network led by the competent officer

Support for SEN through the trust SEND executive, including access to a SEND network to share good practice.

Round the clock help, support and guidance

Governance

Support for governance including the setting of agendas with detailed guidance notes to support the meeting

Access to a Chair of Governor network, including ongoing support for Local Governing Bodies (LGBs)

Access to National Governance Association, including training and professional development – Gold member support which includes access to the Learning Link platform

Access to Governor Hub and professional clerking for all meetings **(additional cost for clerking)**

Access to a specialist support service for Complaints/Investigations as follows **(additional cost but organised through the central team):**

- The planning, preparation and clerking of the statutory committee by a specialist trained Governance Clerk
- Indemnified advice and guidance on statutory law and procedure throughout the process
- Contact and date planning with parents and committee members
- Proof reading of all documentation for relevance and appropriateness and providing paper bundles for all recipients
- Follow up letter with committee's decision written and dispatched within 1 working day
- Minutes prepared and approved within 15 school days

GDPR

A dedicated trust Data Protection Officer offering:

First point of contact to the ICO

Advice for academies and employees of their obligations under GDPR

Support to ensure consent procedures meet the standards of the GDPR identifying data that requires consent

Support to ensure that the academy's processes are in line with current and forthcoming legislation

Advice and support in developing, implementing and reviewing the academy's policy on data protection

Advice on and assistance for academies with carrying out subject access requests, freedom of information requests and data protection impact assessments

Training and advice for staff members who are directly responsible for processing data

Raising awareness of data protection law, including the GDPR across academies

Pupil offer

An extensive programme of opportunities for pupils through our links with Hill House Independent school including: sporting opportunities, the arts

Trust choir opportunities

Active pupil ambassador forum facilitated by the trust pupil engagement executive

Support and guidance in establishing pupil wellbeing champions



Business continuity including HR

Half termly Business Leader's meetings aligned to key priorities and the work of the trust

Access to a library of resources including HR policies and practices

Access to legal support and advice for GDPR and HR

Round the clock help, support and guidance from a member of the central team

Help, support and guidance for critical and urgent issues

The Rose Learning Trust Road Map – a pathway to leadership

The Rose Learning Trust believes in developing its staff in order to maximise the opportunities and successes of its pupils. The ambition is to develop and promote a strong learning culture across the trust. This investment will result in talented and dedicated staff working effectively within all our academies and across the trust.

Our aim is to:

- Establish a culture of learning that encompasses all staff and echoes the learning experiences we develop for pupils
- Bring about a sense of movement and change amongst staff that brings new ideas and a spirit of enterprise in colleagues
- Create an energised atmosphere and the knock-on effect of success and achievement throughout the trust
- Earn a reputation for enhancing careers and providing opportunities for professional development which make it easier to attract and retain staff

The offer:

- Access to a trust early career network and training (pre-ITT to RQT)
- Access to a trust middle leadership programme (biennial)
- Access to a trust aspirant head network
- Support and mentoring for new headteachers
- Ongoing support and mentoring available for all headteachers regardless of time in role
- Support and mentoring for new and developing business leads
- Access to a wide range of networks and communities of practice
- Support on the development of job descriptions and role profiles
- Support for the development of staffing structures
- Access to the apprenticeship levy for training and apprenticeships
- Secondment opportunities based on key priorities and the needs of the trust
- Advertising of trust roles and opportunities to all trust schools as a priority

Signposted opportunities with our trust partners – connecting to the wider system to drive improvement

- Members of the Barnsley Doncaster Teaching School Hub
- Members of the Education Exchange
- A trusted partner of Doncaster Research School
- Members of the Learners First school partnership
- Dedicated HR support and training through Advanced HR
- Dedicated health and safety support and training through ProActive

Bespoke school to school support

School to school support is increasingly promoted as a successful way of ensuring high standards in our academies. Our bespoke school to school support is an inclusive model and focuses on sharing and developing approaches that demonstrate impact for learners and build collaborative partnerships across the trust.

The cost of trust school to school support: please contact the central team

Performance Rating of Academies

	Tier 1	Tier 2	Tier 3	Tier 4	Link to Data Dashboard
	Stabilise	Repair	Improve	Sustain	
Leadership	Leadership is unstable	Leadership has been refreshed and is stable	Stable leadership is impacting on standards	Leadership is strong and improvements are embedded	Leadership & Management
Governance	Governance busy but ineffective	Governors know what has to be done	Governors now holding leaders to account more effectively	Governors feel accountable and know the school well	
Staff	High staff turnover creates massive inconsistency of quality	New staff are well supported by MAT are delivering better learning opportunities but not everywhere	Staff morale and performance is consistent	Staff now see their career progression in this school	
Outcomes	Pupil outcomes are weak and below national standards (or equivalent)	Internal assessments of non-statutory test cohorts are improving but overall results are below national	Pupil outcomes are at least in line with national average in key indicator measures	Pupil outcomes are above national average and few pupil groups under-perform	Quality of Education
Behaviour	Behaviour is unsafe and chaotic	Behaviour is better but still a high degree of low level disruption	Behaviour is positive with few incidents of low level or serious disruption which is managed well when needed	Behaviour is excellent and high quality support is available for the most vulnerable to keep them on track	Behaviour, Attitudes and Personal Development
Attendance	Pupil attendance is significantly below average	Pupil attendance is improving but still below average	Pupil attendance is now at national average	Pupil attendance is above national for all groups	
Support	MAT or external support has no impact as the school has no capacity to accept it	MAT or External support is targeted more effectively	MAT or external support is effective and some staff are now supporting other schools	The school is now a capacity giver and adds improvement capacity to the MAT and external partners	