



Great Academies
Education Trust

SCHOOL IMPROVEMENT SUMMARY



INSPIRING GREATNESS THROUGH LEARNING

We understand how important it is for a parent or carer to choose the right school for their child. They want the best for them. They want them to be happy, safe, and well educated. We do too. That is why our approach to school improvement focuses on the whole child. We want our teachers to 'weave magic.' As one pupil said,

"I would like to tell you about my, magic-weaver. I always remember her with a smile on her face. We called it that smile; it warmed you. She was always at the door to greet you. Not only did she know your name, but she also knew your identity.

She always remembered our birthdays. She had that knack of making you feel good about yourself. As a teenager, I lost my confidence and self-belief for a period and she told me not to worry, that she would look after them for me until I was ready to take them back. We joked about her being the keeper of dreams, but I guess that's exactly what she was.

My mother died when I was at school and on my first anniversary of her death this teacher was the one who put her arm around me in the playground and whispered, 'Are you OK today? I'm here if you need me.' she was the oasis in my desert and she is the reason I became a teacher."





Standards

Academic standards matter. Pupils achieving well at school is of central importance to us all. They can play such a vital role in the life of a child (and adult life too). Achieving well at school can play a significant role in life chances, employment and future health and well-being. That is why they are so important to us all within Great Academies Education Trust.

Curriculum

However, we are not examination factories. We see the importance of making sure pupils enjoy learning a well-designed and exciting curriculum throughout their time with us. Our curriculum will focus on making sure pupils develop a broad and balanced education across a wide range of subjects, that helps them open their hearts, minds and broadens their horizons. This will help them be ready for the next stages of their lives at local, national and international levels.

Reading

We put reading at the heart of all we do. Being able to read and love reading helps unlock the rest of the curriculum. We want all our pupils to love the thrills and excitements of picking up any book and falling in love with the words and pictures they create in their minds.

Wider curriculum

We believe that developing the whole child is our core mission/purpose. That is why we stress the importance of pupils taking full advantage of the wider curriculum. Our Charter for Enrichment is a promise to both pupils and parents/carers of the wide range of opportunities our pupils will have to engage with volunteering, charity work, trips, and visits both at home and abroad. We want our pupils to be healthy and safe and we will ensure that we work tirelessly to make sure they know how to achieve this.

Parent partnership

We know that we cannot do this on our own. That's why we see the crucial importance of strong partnerships with our parents/carers and community. Our careers advice and guidance will be second to none. We will want our primary school age pupils to be shown the exciting possibilities that are open to them when they come to think about their future too. We know how important a great education is for you and your family. We share this passion and strive to do all we can to ensure that your child has a GREAT education.



SO WHERE DO WE BEGIN?

We begin by working in partnership with schools on a collaborative review to evaluate the quality of education. We will significantly examine all of the areas below and support leaders in addressing action plans and next steps to progress with any improvements required. In the spirit of collaboration, we will work with Senior Leadership Teams, Teachers, Pupils, Parents and LGC members to ensure that we capture and support all aspects of the school.

Collaborative Education Review Cycle

We want you to feel well supported and helped to further improve what happens in your school. That is why over an academic year we will work together looking at a range of different aspects of school life (see below) seeing what is working well and sharing this across our family of schools. We will also work alongside you to help and support making further improvements in these and other aspects of the school that you identify too.



WHAT HAPPENS AND WHEN?

Collaborative education reviews are only part of the comprehensive package of support and help available to you and your staff.

We also have an extensive team of colleagues who provide support across the entire curriculum, safeguarding, behaviour, and enrichment. Our colleagues are nationally recognised as being leaders in their field. They will lead network support sessions where we come together and collaborate with colleagues from across our family of schools. In addition, we ensure our network leaders work with you in your school on a one-to-one basis so that you get the bespoke support you need too.



PROFESSIONAL NETWORKS TO SUPPORT TEACHING AND LEARNING

Improving educational outcomes is vital for us all. The only way we can achieve this is by increasing the quality of our teaching workforce. We do this through this a range of ways, including regular collaboration between teachers from across all of our schools. Networks are led by either our own teachers, or nationally known leading figures in their subjects. This means that our leaders and teachers are receiving the highest quality of training and support.

Who's Who

Academic standards matter. Pupils achieving well at school is of central importance to us all. They can play such a vital role in the life of a child (and adult life too). Achieving well at school can play a significant role in life chances, employment and future health and well-being. That is why they are so important to us all within Great Academies Education Trust.

Victoria Rigby

Enthusiastic STEM Education consultant working from early years to 'A'level in a variety of settings, engaging pupils, teachers and industrial/business partners in professional learning.

Janet Palmer

Janet was an HMI for eleven years and the National Lead for PSHE. Prior to joining Ofsted, she was a secondary school teacher, a PSHE local authority adviser, and worked for seventeen years in higher education responsible for teacher training in the social sciences, PSHE and citizenship.

William Evans

William is a senior lecturer in Music Education at Manchester Metropolitan University and the Royal Northern College of Music as lead in PGCE Music Education. He has a special interest in ICT in Music Education and has delivered many sessions for the Royal College, Open University and Music teachers nationwide.

Amjad Ali

Amjad Ali is a teacher, trainer, TEDx speaker and Senior Leader. He has spent his teaching career working in challenging and diverse schools. He is trained as an Advanced Skills Teacher in Teaching and Learning. Amjad has delivered CPD to all sectors in education from Early Careers teachers to Executive/Head Teachers and CEOs.

Paul and Julie Boyd

With over 20 years in experience in education, both in schools (including senior leadership roles) and as a senior lecturer at Nottingham Trent University, one of Paul's passions is STEM and new and emerging technologies. Julie is an award-winning teacher with extensive experience teaching D&T, as well as working in senior leadership roles leading teaching & learning. With 30 years in education Julie is known for her work raising the achievement of boys, her innovative teaching methods, and her work as an author of KS3 and GCSE textbooks.

PROFESSIONAL NETWORKS TO SUPPORT TEACHING AND LEARNING

Name	Subject
Katie Alford	English and Disciplinary Literacy
Ian Taylor	Mathematics
Gary Miller	History
Mark Enser and Gary Miller	Geography
Lisa Brookes (Laurus Trust)	MFL
Kate Campbell Green (Tameside LA) (MMU) / Robbie Gardiner (RNCM)	Music
Carol Murray/Jamie Edmondson	Computing
Rebecca Irlam**	Art and Design
Olivia Hardy**	SEND
Neil Simpson **	PE
John Sibbald	Digital Excellence
Phil Smith/ Christine Counsell	Curriculum, teaching and assessment
Anne Seneviratne / Gary Miller	ITT
Anchored Schools Corrine Fielding	DSL safeguarding network
Phil Smith/GAA/Dixons	Behaviour Network
Phil Smith / Positive Steps	Charter for Enrichment and Careers

EACH NETWORK MEETING WILL FOCUS ON:

- Continued curriculum development
- Subject specific pedagogy and development
- Subject specific assessment matters
- The agenda will also be informed by school visits and themes emerging through the year see appendix 3

“Senior leaders have high aspirations for pupils. To this end, they have designed a broad and ambitious curriculum for pupils, including pupils with SEND.”

Ofsted 2021 – Copley Academy



HOW DO WE KNOW THAT OUR CURRICULUM IS HAVING THE DESIRED IMPACT?

We have a clear and comprehensive school improvement model. This looks at the key features of what makes truly exceptional learning. All of our support will include specific help, support, and guidance on developing curriculum, literacy, and teaching. We also base our principles for effective teaching and assessment on the best available evidence ensuring effective and efficient information for staff and parents.



Achieved and agreed through

- Network and Collaboration
- Collaborative Education Reviews
- Bespoke School Support and CPD
 - Behaviour Hub Work
- Charter for Enrichment including careers/futures thinking

Teachers	Pupils	Pupil's Work
<p>Become more knowledgeable.</p> <p>Have higher levels of confidence in delivering all areas of the curriculum.</p> <p>Can give senior leaders and subject leads feedback about what is working well.</p> <p>Are acutely aware of how pupils are coping with the taught content.*</p> <p>Teach consistently well; applying sound pedagogical practices in lessons.</p> <p>Plan coherent learning journeys based on the unit overviews.</p> <p>Seek support from subject leads when they are less confident.</p>	<p>Can talk with confidence about what they have learned.</p> <p>Are enthused and interested in a wide range of curriculum areas.</p> <p>Can talk about specific characteristics of subjects and the disciplines associated with them.</p> <p>Can show us examples of their learning and describe the 'why' behind work they have produced.</p> <p>Demonstrate good learning behaviours in all lessons.</p> <p>Are able to explain how they learning within a subject builds on previous learning in that area.</p> <p>Are able to make thoughtful links between subjects.</p>	<p>Demonstrate that they take pride in what they produce. Pupils show the same effort as they would in English or mathematics, for example.</p> <p>Captures their increasing understanding of key concepts within each subject.</p> <p>Illustrates their developing understanding of the disciplines of each subject, as well as substantive knowledge.</p> <p>Shows that a coherent teaching sequence has taken place within each unit of work.</p> <p>Demonstrates our curriculum's emphasis on subject-specific terminology.</p>

SCHOOL IMPROVEMENT MODEL SUMMARY

We do not insist on a standardised curriculum, which contains the same content taught at the same time throughout the year. Instead, our approach to curriculum design is to provide clear principles for what we define as a high-quality curriculum. This enables our schools to align with these principles whilst having the autonomy to ensure the curriculum content choices meet the needs of their pupils.

Curriculum

We have clear and well-established principles for what we mean by high quality curriculum (while also giving the schools the freedom and space to create content suitable for their own contexts).

- The National curriculum is the starting point
- Learning is defined as knowing more, remembering more and being able to do more.
- The curriculum is the progression model.
- Progress is defined as the extent to which pupils have learnt the intended curriculum.
- Progress is something which happens over a sequence (proper, deep learning is complex and multifaceted)
- Curriculum design should pay close attention to how pupils learn best (e.g. cognitive overload) and the essential knowledge they need
- Curriculum design must respect subject disciplines
- Cohering threads or 'Big Ideas' in each subject, should be the basis on which content selection and sequencing are based.
- Challenge comes through curriculum intent rather than a lesson or activity level.
- Ensure equality of access to the curriculum



Assessment

We have one central question that we pose when thinking about assessment, and that is 'Are pupils learning the intended curriculum?'

Our approach to assessment is evidence based and mindful of workload too.

- Are assessments valid?
- Purposes of assessment?
- Are assessments reliable?
- Are assessments of genuine value?

"Pupils now benefit from strong teaching across a wide range of subjects and year groups. As a result, pupils currently on a roll make much stronger progress than in the past."

Ofsted 2019 - Great Academy Ashton

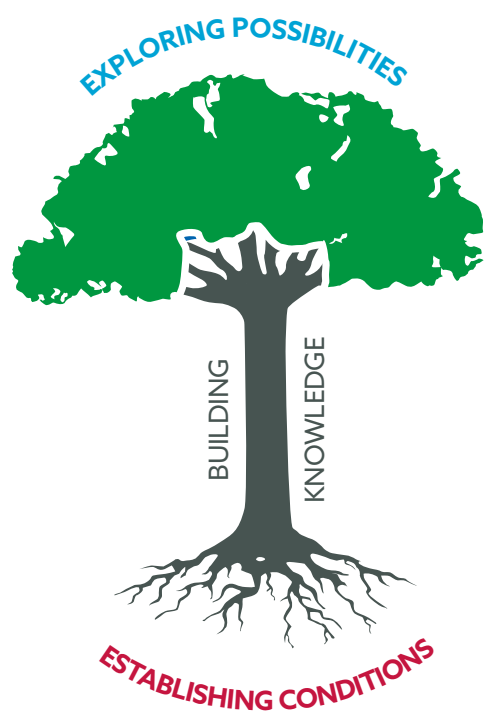


Teaching

We believe that if pupils are learning the intended curriculum (and enjoying that learning) then teaching is effective. We base our principles for effective teaching on Sherrington's research and writings, which encourages diversity and creativity.

The Learning Rainforest

We have used the idea of a learning rainforest to establish some clear principles for what constitutes high-quality teaching. Based on the work of Tom Sherrington, we believe that there should be room for innovation, freedom, and creativity in classrooms. We avoid the one size fits all approach to improving teaching. Instead, we consider teaching to be highly effective when pupils are learning and enjoy learning the intended curriculum. Our approach to professional development is built on this model.



Exploring the possibilities

Learning activities that build on prior knowledge, allowing students to explore and connect ideas, broaden their experience and extend their capabilities.



Building the Knowledge Structure

Core learning building very secure knowledge that goes deeper rather than wider.



Establishing the Conditions

A culture that fuels the learning process; embraces the joy of it; celebrates challenge and excellence; rewards effort and persistence.

- Projects and hands on learning
- Further possibilities

- Begin with the end in mind
- Select 'best bet' tasks and activities to achieve successful learning
- Explain, model, practise, question
- Feedback and review
- Rosenshine's Principles of Instruction

- Attitudes/Habits for excellence
- Relationships and behaviour
- Planning the curriculum
- Collaborative Planning

"Leaders have improved the curriculum and assessment systems. These changes have helped pupils to make stronger progress."

Ofsted 2019 - Middleton Technology School

A SAMPLE OF AN EDUCATIONAL NETWORK: MATHEMATICS COMMUNITY

Great Academies Education Trust Mathematics Community 2020/21 Inspiring Greatness

Our Ethos

Our ethos is one of collaboration in which we are mutually trusting, open and honest in order to strive for excellence in all that we do. We do this by working together, believing that we can make the biggest difference when we work as a strong team. We want this team to be our maths network - not just a collection of leaders, but a network of all maths leaders, teachers and learning support assistants across both our primary and secondary phases.

The key to our ethos is that we leave no academy behind as our maths network learns together and grows together.

What do we want to achieve within our maths network?

As a network, we want to be experts in maths specific curriculum understanding, and maths specific pedagogy that enables us to deliver the intended curriculum. The outcome of both areas will lead to outstanding educational outcomes for pupils within our network. We can frame both areas as objectives and key results.

Objective 1: All leaders and teachers within our maths community to develop an expert level of curriculum understanding and articulation.

Key Results:

- All maths leaders and teachers understand the terms substantive knowledge, disciplinary knowledge, curriculum composites and curriculum components by October 2021.
- All maths leaders and teachers are fluent with the 2021 Ofsted Research paper for the mathematics curriculum by October 2021.
- All maths leaders and teachers understand the Trust's curriculum principles and can articulate how the principles relate to maths by October 2021.
- The Trusts curriculum overview and schemes of learning are updated to clearly outline the substantive and disciplinary knowledge endpoints across each phase of the curriculum by December 2021.
- All maths leaders and teachers can defend and justify the sequencing within the curriculum by February 2022.

- All maths leaders and teachers can discuss with fluency how the Trust's curriculum meets and exceeds the requirement of the national curriculum by February 2022.
- The Trust develop a robust bank of classroom resources and materials to help deliver the curriculum using the Trust's pedagogical principles by July 2021.

Objective 2: All leaders and teachers within our maths community to develop an expert level of pedagogical understanding and articulate 'how' our approach to maths delivers the intended curriculum.

Key Results:

- All maths leaders and teachers are fluent with the pedagogical research from the NCETM that outlines the most effective approaches to maths pedagogy by December 2021.
- The maths community articulates the Trust's pedagogical approach to maths by creating subject specific principles that are aligned to the wider Trust by December 2021.
- All maths leaders and teachers complete a cross Trust programme of co-planning and co-delivery to implement the maths Trust's maths principles by July 2022.

***All of the above include the fluent understanding of senior leaders who line manage maths departments.**

What is the best way to achieve our objectives?

To achieve our objectives and key results we need to coalesce them with our ethos. We can do this by delivering our objectives and key results through half termly subject-specific network meetings with associated research and action programmes.

Big themes:

- The first half of the year = establish our way.
- The second half of the year = create and implement.

Subject-specific network meeting 1 - End of September

Intended results:

- All maths leaders and teachers understand the terms substantive knowledge, disciplinary knowledge, curriculum composites and curriculum components.
- All maths leaders and teachers are fluent with the 2021 Ofsted Research paper for the mathematics curriculum.
- All maths leaders and teachers understand the Trust's curriculum principles and can articulate how the principles relate to maths.

Research and action task:

- All departments to use the network meeting and associated reading to make sense of details. Each department to have a follow up one to one meeting with the network leader to unpick the understanding and importance of:
- Substantive knowledge, disciplinary knowledge, curriculum composites and curriculum components.
- The outcomes of the Ofsted research paper and its influence on our curriculum
- Where the Trust's curriculum principles are embodied within our curriculum.
- Each department picks one unit from the curriculum and maps out, in detail, the substantive and disciplinary knowledge.

Subject-specific network meeting 2 - Late November**Intended results:**

- All maths leaders and teachers are fluent with the pedagogical research from the NCETM that outlines the most effective approaches to maths pedagogy.
- The maths community articulates the Trust's pedagogical approach to maths by creating subject specific principles that are aligned to the wider Trust.
- The Trusts curriculum overview and schemes of learning are updated to clearly outline the substantive and disciplinary knowledge endpoints across each phase of the curriculum.

Research and action task:

- The network leader meets all departments one to one to delve deeper into the Trusts pedagogical approach that was discussed within the network meeting.
- Each department articulated their understanding of the Trust's new maths pedagogical principles and capture department literature regarding their meaning.

- Each department picks one unit from the curriculum and plans one set of resources against the newly established maths pedagogical principles.

Subject-specific network meeting 3 - Late January**Intended results:**

- All maths leaders and teachers can defend and justify the sequencing within the curriculum by February 2022.
- All maths leaders and teachers can discuss with fluency how the Trust's curriculum meets and exceeds the requirement of the national curriculum by February 2022.

Research and action task:

- Each department identifies one topic within the curriculum and identifies the sequencing between year groups, pointing to:
- The prerequisite knowledge
- The small steps
- The importance of sequencing
- The knowledge outcome

Subject-specific network meeting 4 to 6- Just before Easter, just before May half term, and July.**Intended results:**

- The network launches its maths programme of co-planning and co-delivery.
- All maths leaders and teachers complete a cross Trust programme of co-planning and co-delivery to implement the maths Trust's maths principles.
- The Trust develop a robust bank of classroom resources and materials to help deliver the curriculum using the Trust's pedagogical principles.

Research and action task:

- Leaders and teachers will be split into groups across the Trust
- Colleagues will co-plan lessons and share videos and engage in school visits to implement the agreed pedagogical principles.

A SAMPLE OF AN EDUCATIONAL NETWORK: NATIONAL LITERACY TRUST

Disciplinary Literacy: TWO YEAR CPDL PROGRAMME

Literacy for Learning offers a structured two-year programme of professional development and training for teachers and focuses on improving literacy in secondary schools, particularly for disadvantaged students. The proposed model of delivery enables schools to build, consolidate and embed literacy practice within the curriculum and build a literacy implementation team to promote sustainability.

The aim of the programme is to:

- Help young people acquire the literacy skills that they need to do well in all subjects and achieve their best at GCSE
- Build a community of practice by developing groups of 'expert' literacy leaders and practitioners
- Create a sustainable model for leadership and teaching of literacy within the curriculum

The programme has an emphasis on strengthening disciplinary literacy within the curriculum and focuses on the following key areas:

- Effective leadership of literacy at senior and middle leadership level
- Teacher development: training; workshops; building networks
- Practice which supports students' skills development and enjoyment of literacy
- Connecting leaders and practitioners to find solutions to common priorities and share best practice

Programme offer

CPD and training

1. Face-to face and live online training and CPD events delivered by a National Literacy Trust trainer.
2. Access to all training materials and resources.
3. National Literacy Trust administration and a summary evaluation.

Consultancy support

1. Action planning – establishing literacy priorities, aligning them with the school development plan, embedding monitoring and evaluation processes within the school monitoring cycle.
2. Implementation planning – identifying a team of implementation leaders, including a literacy leader, agreeing a training and CPD delivery plan and how this will be supported by ongoing coaching.
3. Delivery and evaluation.

Year 1 consultancy offer

- Autumn term 2021 1.5 - hours virtual consultancy
- Spring term 2022 - 2 hours face-to-face school-based consultancy in the
- Summer term 2022 - 1.5 hours virtual consultancy

Year 2 consultancy offer

- Autumn term 2022 - 1.5 hours virtual consultancy
- Spring term 2023 - 2 hours face-to-face consultancy in the school
- Summer term 2023 1.5 hours virtual consultancy

Scope of training

All training is delivered by a National Literacy Trust trainer and consultant. Based on our experience of delivering literacy school improvement programmes, we would suggest the following content and sequence of delivery.



WORKING IN COLLABORATION WITH...



Foundation

Salford City Council



STOCKPORT
METROPOLITAN BOROUGH COUNCIL



Trinity MAT



ROCHDALE
BOROUGH COUNCIL



"The quality of teaching across the early years is good. Good-quality provision supports children to make strong progress in their learning."

Ofsted 2018 – Silver Springs Primary Academy



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