

Our School Improvement Core Offer to all our schools

Staff well-being

- The Trust buys into Union facilities time to support all staff
- All Trust schools follow National School Teacher Pay and Conditions and nationally agreed conditions of service

Autonomy

- Each Priestley Academy Trust school has a unique context and the Trust is committed to protect each school's individual identity
- The Trust strives to enable each school to focus on its most important function - teaching and learning - by taking on administration and operational issues as much as possible without compromising the school's autonomy to lead its own development
- Headteachers are the leaders of school improvement in their schools and have the earned autonomy in relation to:
 - curriculum
 - teaching and learning
 - assessment
 - behaviour and safeguarding
 - attendance
 - pastoral care
 - performance management

(any standardisation that occurs over time in relation to the above is determined by the school leadership based on effective research and evidence-informed practice rather than centrally prescribed approaches)

Standardisation

- High performing schools tend to earn a greater degree of autonomy to lead their own development

- Conversely, schools that are underperforming may require a greater degree of directed action in order to address priority areas quickly and effectively. This is addressed on a case-by-case basis
- Where standardisation of functions is undertaken this is done to:
 - enhance or improve the quality of provision and effectiveness
 - secure value for money and efficiency
 - improve capacity within a school

Compliance

- Health and safety audits and risk assessments supported by the central team
- The Trust Data Protection Officer ensures GDPR procedures are followed

Ofsted confidence

- Once a school receives an Ofsted call, schools from within the Trust benefit from immediate support from the Trust to add capacity
- A member of the Trust central team will meet inspectors as part of the inspection and be on hand throughout the day, if required

School documentation support

- As a "sharing" Trust we provide schools with best-practice examples, templates and systems to ensure schools can use their time effectively and with impact
- Documents will be securely accessed through The Priestley Academy Trust portal

Website audit

- School websites are audited annually against DfE requirements with clear action plans to support schools to achieve best practice

- IT
- finance
- assessment
- attendance
- curriculum including RSE

Peer and external review

- Reviews help school leaders secure an understanding of the school's current position in terms of strengths and areas for development and also provide external validation of self-evaluation judgements:

- development two-day reviews are commissioned when schools have undertaken significant change and/or are approaching the inspection window
- one day termly focused visits may be commissioned by each school within the Trust
- The Trust has a team of LLEs and SLEs who can undertake reviews as required

Teaching and Learning networks

- Our networks drive practice improvement with high quality training, sharing and moderation sessions
- School leaders at all levels have the opportunity to take part and/or lead networks
- The networks can provide specific school support when required
- Networks are chaired by SLEs or senior school leaders
- Established network include:
 - reading and writing
 - mathematics
 - early years
 - SEND
 - NQTs

Moderation

- The Trust has staff with experience in external moderation at all levels
- All Reception judgements are moderated through the Trust Early Years Network to ensure evidence is clear regarding children's progress in each of our schools
- Each year group regularly moderates with year group colleagues across the Trust
- The Trust can provide additional support to schools being externally moderated where schools come together to share standards, tips and knowledge of the process with less confident staff

Training

- An annual professional development day where all schools and staff in the Trust come together to share, learn and be part of the wider family of schools
- Regular strategic leadership meetings where school leaders from within and outside the Trust explore leadership themes together
- Opportunities for several schools to share the cost of external training through joint commissioning

A school visit culture

- Our schools are committed to sharing ideas and practice
- Teachers are able to observe each other across our Trust in order to develop their practice
- Headteachers and senior leaders take part in a school visits programme within and beyond the Trust
- All teachers have the opportunity to undertake a secondment in a Trust school to widen their knowledge

Information as it happens

- Our schools are kept “in the know” with a centralised team which produces a regular newsletter for staff
- Fortnightly “Executive Leadership meetings” for headteachers ensure that key messages are communicated clearly and quickly

Confident safeguarding

- All of our schools subscribe to CPOMS
- Schools are expected to undertake the Local Authority annual safeguarding audit
- Regular DSL supervision is offered across the Trust

IT Support

- Fully managed service to support schools
- Single domain to enable staff to work in any school across the Trust

Finance support

- Central team/CFO support all headteachers on budget planning
- Training provided for staff in all schools and on LGBs on effective budget management and financial planning

- ICFP analysis implemented across the Trust from 2018/19
- Central team support schools where “cost change” programmes are required
- Budget monitoring reports produced monthly by the central team
- Increased levels of procurement by the central team delivering greater efficiencies and reducing costs to schools
- Central team operates the Trust single bank account and payments all through the central team reducing the requirement for expertise in each school, removing duplication
- All regulatory returns completed by the central team
- Annual accounts and DfE returns completed by central team
- Systems, procedures and policies developed by the central team
- Risk management supported and co-ordinated by central team

Buildings and facilities

- The Trust has an Estates Officer based in the central team who is responsible for the maintenance and upkeep of the school premises, ensuring that buildings and grounds remain compliant in terms of health and safety
- The Estates Officer assists with alteration schemes ie refurbishment, alteration, change of use etc and ensures that all works are carried out in line with current legislation

Data

- All our schools have access to FFT Aspire - used to assist in target setting
- There is a maximum of three data drops per year
- LLE/HT meeting to discuss progress with “record of visit” detailing significant strengths and areas to improve with agreed actions