



THE GOOD SHEPHERD

Multi Academy Trust

DECEMBER 2014

Paper 3 – School improvement

Legal basis

1. Academies are accountable for the achievement and attainment of pupils in the same way as all other state-funded schools.
2. The Trust is responsible directly to the Secretary of State for the performance of the academies in the Trust.
3. Each academy will still be subject to Ofsted inspection

Key principles

Within the Trust, each member of an academy's local governing body will be expected to be assigned responsibility to strands within the school improvement plan – leadership, assessment, pedagogy and curriculum, learning environment and student and family support – as well as being expected to have a clear understanding of issues such as data and budgets.

The rationale for supporting school improvement across the Trust is based on the system leadership/school-to-

in accordance with the Education Act 2005 under “The Framework for School Inspection from September 2012”. (Sponsored academies gaining academy status by the traditional route, i.e. through school closure, will be subject to a pre-registration inspection by Ofsted).

4. All church academies continue to receive a SIAMS inspection in accordance with the National Society guidelines.

school support model. There are different types of school and the Trust will strive to develop the ‘custodian’ model of collaborative autonomy i.e: schools existing within a win-win landscape, benefiting from and feeling ownership for their own success but also the success of their neighbours and ‘family members’. They exist in a competitive context but grow capacity from within, engage with a range of networks close to them, virtually and through representation and work with a range of partners to drive sustainable improvement.

Role of LGB

Within each academy, the local governing body will play a crucial role in both supporting and challenging through their role as critical friend to the senior leadership team. Local governing bodies that are able to fulfil this role are a vital component in demonstrating the effective leadership of the academy and through their work they must know if all the pupils at the academy are making at least the progress expected of them.

The local governing body of each academy will be supported by the Trust to ensure that governance is judged to be at least good by Ofsted. This is because we know that where governance is strong, standards of attainment are likely to be higher because pupils are well known and supported to be their best, the quality of teaching is a constant focus of attention, and the leadership of the academy is held to account for the

performance and well being of the children at the academy.

The Trust is fully committed to the development of effective governance through local governing bodies and will provide training to assist members in meeting the expectations below. In addition and where applicable, additional members will be sought to add to the expertise of the local governing body of any particular academy.

The Trusts expectation of good governance is that each local governing body will:

- with the Trust, set the strategic direction of the academy and play a central and significant role in its leadership,
- support the Chair to play a significant role, providing a lead to other members and thereby improving its overall effectiveness,
- hold a shared vision for the academy which is clear,

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understood and well communicated to staff, parents/carers and pupils and also reflects the fundamental values and objectives of the Trust,

- have a clear understanding of the strengths and strategic priorities for the academy and ensure an appropriate improvement plan is in place and implemented effectively,
- engage effectively with parents/carers, pupils and staff, be well informed about their views and use this to inform strategic priorities for development planning,
- ensure that all statutory requirements and responsibilities are met and that well developed procedures are in place to ensure the health, safety and well-being of staff, pupils and visitors,
- be confident in providing high levels of professional challenge to hold the Headteacher to account,
- be successfully focused on raising standards and promoting the personal development and well-being of all learners. Members of the LGB will ensure that academy targets are both achievable and sufficiently challenging to lead to sustainable improvement,
- understand the academy's performance data and have an accurate overview of how well all pupils are achieving in relation to their potential and in relation to other schools, as well as how different groups of pupils within the academy are performing. By asking questions, members of the LGB will have a direct impact on school performance,
- have a good understanding of the quality of provision within the academy and how its performance compares locally and nationally,
- have a good understanding of the barriers to learning, including attendance and behaviour issues, and what the

academy is doing to overcome these,

- engage fully and systematically in the evaluation process, keeping the work of the academy under review and acting upon their findings,
- adopt an approach to the self-review of its own skills and performance. This includes a plan for improvement and the commitment as individuals and as a group to improvement.

There will be a centrally managed resource identified for the prime purpose of monitoring school performance and reporting to the directors and local governing bodies. Where action is required schools will receive support according to the identified issues. Typically:

- helping Good/Outstanding academies access identified support where they are having difficulty sourcing this themselves,
- where academies are supported or sponsored, working with them to produce an action plan for rapid improvement (and where appropriate Ofsted action plan) for sign off by the directors,
- working with the academy to access the required support for improvement.

The Trust could set aside funds from the academies concerned to deliver an effective School Improvement Programme. Any monies set aside will be used to purchase appropriate resource for both Sponsored and Supported Schools, either from within the Trust family or externally. In many cases this will be similar to funding that has already been identified for this purpose.

When appropriate, the LGBs can ask Local Cluster Boards to monitor school effectiveness across a group of schools and co-ordinate support in liaison with the Trust.