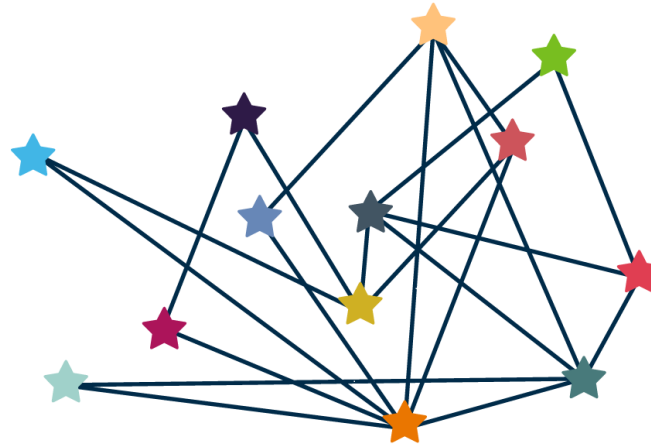


# ULT

## School Improvement Policy



**UTTOXETER**  
LEARNING TRUST  
**INSPIRED TEACHING**  
**INSPIRING CHILDREN**

**Approved: Spring Term 2023**  
**Due for review: Spring Term 2024**

# Uttoxeter Learning Trust School Improvement Policy

The school improvement policy outlines our intent to create a self-sustaining school led system where we can utilise our existing expertise to enable continual school improvement through collaboration, support and challenge.

It provides clarity of the expectations for each school within Uttoxeter Learning Trust (ULT) and is a commitment to promote and secure:

- Effective leadership and governance in all schools
- High quality teaching for all
- Opportunities for the identification and dissemination of effective practice
- Levels of achievement that place schools in the top 20% of schools nationally
- Affordability and value for money

Our school improvement policy recognises the principles on which the Trust was founded, in that a continuous cycle of collaboration between schools allows providers to share best practice and supports improvement. The policy also recognises schools' autonomy so that providers can respond to contextual factors when refining systems and processes. It also ensures that intervention can be applied at the earliest opportunity where required to prevent schools becoming a cause for concern.

There are two levels of support and challenge, identified as core support and second tier support. However, the Trust Board reserves the right to provide additional levels of support and challenge to schools as it feels appropriate.

## Core support

All schools in ULT are provided with a level of core support, including CEO and CFO visits, peer to peer reviews and external validation over a three-year cycle. This is designed to celebrate the strengths of the school, provide opportunities for professional dialogue and to identify any key aspects that need to be considered for improvement. The foci of these visits will link to improvement priorities and will include for example the quality of teaching, learning and assessment, pupil voice, health and safety, internal audit and other financial/non-financial controls and safeguarding. Headteachers are expected to address any identified areas and demonstrate impact at future opportunities.

The core level of support and challenge is outlined below:

Half termly, focused, quality assurance activities carried out by Trust leadership.  
Carried out at the discretion of the CEO and agreed by the Trust Board.

Peer to peer review every two years, alternating between internal (within the Trust) or with external partners agreed by the CEO and Trust Board.

External validation visit every third year, carried out by a school improvement advisor agreed by the Trust Board.

All outcomes / reports generated by this core support will be shared with local governing boards and the Trust Board. These activities will outline areas for development, which school leaders are expected to address in the first instance, although they can look to access the second-tier support strategies if necessary.

In addition, headteachers submit their school improvement plans to the CEO for scrutiny, have their end of key stage data analysed by the Trust Board and are expected to attend committee meetings, as requested by the relevant committee. The headteachers share Key Performance Indicators and pupil outcomes on a termly basis with the CEO, Local Governing Board and Trust Committees. Headteachers meet to discuss strategy with the CEO in one to one and tier specific meetings, as well as with the Chair of the Trust at the

Headteachers Professional Board. The Trust Board holds Governing bodies to account through the Scheme of Delegation, the School Representation Board and their role of Link Trustees.

### **Second tier support**

ULT provide a second tier of support and challenge for any school that is not performing in line with expectations, for example, in their outcomes, inspection judgement, leadership, finance etc.

In cases where second-tier support is required, the Education Committee will take on the role of a Raising Achievement Board (RAB) where there is educational cause for concern. The RAB will ask the Headteacher to present a plan to rectify underperformance and to explain the plan, in person, to a specially convened meeting. The RAB will be made up of suitably qualified people to fulfil this function.

Any school requiring external second tier support will be expected to pay for this from school funds. The support available includes the following:

- Internal support through the school improvement function within the Trust.
- ULT school to school support; schools are expected to release their most effective staff to support partners where needed. This should be done by mutual agreement in a planned and carefully resourced way, coordinated by the CEO.
- External support where there is insufficient capacity within the ULT. This support must be agreed in advance with the CEO.

### **Attendance at Trust Board Committee meetings**

Headteachers and Chairs of Governors will be expected to attend Education and Finance Committee meetings as required or called by the board. The CEO will present data in standard formats on behalf of schools at other times.

### **External reviews**

In such cases where the Trust feel it is necessary, they will commission external reviews in key areas where needed, e.g. safeguarding, SEND, etc. This could be part of a Trust wide initiative or specific aspects identified through regular challenge and evaluation.