

School Improvement Offer - Summary

School Improvement Team

Executive Directors of School Improvement; Fiona Rigby and John Coats

John is full time. Fiona is 0.5 FTE for the Trust and works 0.4 FTE for Learn Sheffield – leading on SEND strategy

South Yorkshire Maths Hub Lead; Vicky John Lewis

Vicky leads the South Yorkshire Maths Hub 4 days per week and has one day per week for bespoke Trust work

Curriculum and Teaching Lead; Jonathan Lear

Jonathan is Deputy Head Teacher at St Catherine's primary, but works across the Trust for 2 days per week

Early Years Network Lead; Emma Porter

Emma is Early Years Lead at St Catherine's but also leads the Trust Early Years network and CPD programme

We also draw on a range of other colleagues across the Trust and through our partnership with Learn Sheffield to add capacity for specific work.

Governance

Governance of school standards is delegated to Local Academy Committees with oversight from the Trust Standards and Catholic Christian Life Committee.

John and Fiona report to this committee, drawing from their school visits, school data and Heads reports and drawing from any other external or internal inspections or reviews.

We work with a tool called MatPad, through which Head Teachers produce their termly Headteacher reports to their LACs. Heads also complete Self Evaluation Forms and School Improvement Documents through this tool. The tool 'pulls' data from national and school data sets to pre-populate reports and it allows us to pull together consolidated Trust reports, so that the work done by Heads & School leaders to inform Local Governance also serves Trust wide governance.

Regular Activity

- Termly school improvement visit for every school from linked Director of School Improvement
- Half termly Heads' Forum
- Annual Heads' Conference
- Annual Trust INSET day (first one this year)
- Peer Safeguarding Audits
- Peer Departmental Evaluations (Secondary)
- Annual writing moderation

Networks

- Designated Safeguarding Leads
- Senior Leaders' Network
- SEND network
- Early Years' Network
- Reading network (Linked to Read Write Inc & English Hub)
- Subject Leaders' networks*

*In 2024-25 we ran subject immersion days, one for each primary curriculum area, hosted by schools across the Trust. We have paused that this year as we have focused on development of the characteristics of excellence and will pick this network up again following the Trust INSET

CPD

- SCITT programme
- ECT programme (we are a delivery hub for the Ambition Institute programme)
- Aspiring Leaders Programme
- Leadership Development Programme with Jes Smith (for current Heads and Deputies)
- New to Subject Leadership Programme
- Early Years' Training – through Early Years' network
- RWI training – through reading network
- Autism Training – Teachers and TA s
- Access to Maths Hub and English Hub programmes
- Access to Learn Sheffield Training Programme

Collaborative Activity

- Writing fundamentals programme
- Prayer and Liturgy Programme
- Characteristics of Excellence development; Teaching, Curriculum, SEND & Inclusion, Healthy Child Development, Leadership, Belonging

Bespoke Support where the school does not have capacity to address improvement needs

- Additional support from School Improvement Team, Secondments, targeted support through Maths Hub and/or English Hub
- Learn Sheffield bespoke support; e.g. School Improvement Partner allocation, bespoke programmes such as Ofsted preparation.

School Improvement Offer – Detail on aspects of the offer

Activity	Description	Intended impact	How does it support our model
School Improvement Visits – helping to understand priorities and also strengths and capacity across the Trust	Annual cycle of visits to <ul style="list-style-type: none"> • provide support and challenge for schools around school-led school improvement activity Quality assure impact of trust-led school improvement activity	We know our schools – Trust led school improvement activity is planned around an accurate assessment of need Pupil outcomes improve – all pupils in all schools have the same high outcomes. Leaders at all levels are supported through collaboration, challenge and being connected to people that can help.	Formation Knowing our schools Shared capacity
Heads' Forum and Conferences	Half Termly Heads forum and annual conference	Building relationship and providing a vehicle for nurturing and developing our leaders. Delivering on our values of subsidiarity, solidarity and the common good. Ensures school leaders are informed about and contribute to planning for work across the Trust, shared priorities and strategies. Our Forums and Conferences include opportunities for CPD and formation, with a particular focus on formation as leaders of Catholic Christian Communities	Formation Knowing our schools
Trust INSET Day	An opportunity to gather all staff to focus on common areas of training and development.	Building community and culture, while addressing common areas of development need.	Formation Shared Capacity Knowing our schools
Peer Safeguarding Audits	Schools work in triads, carrying out a peer safeguarding review of each other on a 2 year cycle.	This helps DSLs and Heads to add an additional layer of assurance to their evaluation of Safeguarding. The reviews	Formation

	We include support from external safeguarding experts (including HMI) to help quality assure and develop the peer audit process.	lead to recommendations for action to build into school improvement plans. We also share outcomes in the DSL networks to help us identify common issues and areas to work on collectively. This is about building the capacity of DSLs to evaluate and lead improvement in practice while supporting confidence in the quality of practice.	Shared Capacity Knowing our schools
Secondary – department peer evaluations	Collaborative cycle of departmental evaluations to support improvement within each secondary school.	Provide schools and subject leads greater confidence in their self-evaluation. Ensure that finite resources are deployed most effectively within each school to improve the quality of education in each curriculum area. Share practice	Formation Knowing our schools Sharing capacity
Writing moderation	We gather teachers from all primary schools to moderate writing work from Early Years to Y6	Share practice, identify common issues (the writing fundamentals work came out of moderation discussions as did the need for an Early Years' Network). Strengthen the quality of teaching and assessment of writing across the Trust and build consistency in standards.	Knowing our schools Formation
DSL network	Annual meeting cycle to enable DSLs to work together on common issues, respond collectively to updated statutory guidance and to share practice. This includes work such as policy review, development of shared training resources, etc.	All schools compliant with all aspects of safeguarding. DSLs (particularly those new in post) are confident in fulfilling their roles. There are shared approaches to safeguarding where appropriate.	Formation Knowing our schools Sharing capacity
Senior Leader Network	Programme of meetings for senior leaders that includes	Equip Senior leaders to promote and live out the Trust purpose, behaviour and values in their schools	Formation Sharing capacity

	<ul style="list-style-type: none"> Relevant input/updates from headteacher forums such as engagement with Trust data <p>Thematic input</p>	Equip senior leaders to support and deputise for their Headteachers	
SEND Network	<p>Regular meetings of SENCOs and other SEND leaders from schools.</p> <p>The meetings allow for practice sharing and work on shared priorities – at the moment, this is focused on forming and delivering a Trust SEND strategy and action plan</p>	<p>Building relationships, shared understanding and drawing on expertise.</p> <p>Developing a coherent strategy and plan to address needs that we have in common.</p> <p>Developing a clear standard and approach to teaching, curriculum and care which is inclusive and allows all children to thrive.</p>	<p>Formation</p> <p>Sharing Capacity</p> <p>Knowing our schools</p>
Prayer and Liturgy Coordinators Network	<p>Half termly network meeting to support implementation of the Prayer and Liturgy Directory in our schools.</p> <ol style="list-style-type: none"> Support schools in developing their Annual Plans of Provision (APOP). Work with Prayer and Liturgy Coordinators to explore and develop the monitoring and evaluation of Prayer and Liturgy. Developing commonalities of approach to music. Creating a common thread that runs through all of our APOPs in relation to gatherings of students for events such as retreats and the big sing. 	<p>All schools will have an APOP in place.</p> <p>We will have identified key aspects of the APOP that will be standard for 26/27</p> <p>We will have explored and started to develop a Trust wide approach to the monitoring and evaluation of Prayer and Liturgy with some basic tools and staff training ready for wider use in 26/27.</p> <p>We will have explored, developed and launched a common approach to liturgical music that will be rolled out across the Trust in 26/27.</p> <p>We will have identified opportunities for collective activity that we want to appear in all of our APOPs in 26/27, and that provide opportunities for pupils to minister to each other. Where we have collective activity, we will have started work on what 'progression' looks like for children as they get older.</p>	<p>Formation</p> <p>Sharing Capacity</p>

Early Years network	A programme of CPD and school visits	Developing excellence in Early Years' Practice across the Trust. Building relationships, drawing on collective capacity and expertise. Developing alignment in our understanding of excellent practice.	Formation Sharing Capacity Knowing our schools
Primary Subject leader networks	<ul style="list-style-type: none"> Subject network meetings. 	Building relationships and networks to support collaboration. Identification of priorities for future collaborative work.	Formation Sharing capacity
Leadership Training Programme with Jes Smith	<p>Jes provides leadership development programmes for a range of private and public centre companies, helping develop effective, relational practice.</p> <p>The programme has been delivered over 2 years and has informed changes to our appraisal system and also significant formation for leaders.</p>	<p>Working on leadership habits, behaviours and values that align with our mission.</p> <p>We recognised that we don't always spend time on the things that we say are most important and that our behaviours and actions as leaders are critical to building the culture that we commit to. This programme was designed to help change that.</p>	Formation
SCITT	<p>Accredited provider of ITT within Trust provides training for Primary (3-7), Primary (5-11) and Secondary (range of subjects).</p> <p>Accompanied by high quality mentor training programme.</p>	<p>Supply of strong teacher for Trust Schools. All vacancies filled with strong teachers.</p> <p>Development of those Trust staff involved in delivering training.</p>	Formation Sharing capacity
ECF	<p>Notre Dame High School (Trust school) is a delivery hub for the Ambition Institute Early Career Framework Programme.</p> <p>Accompanied by high quality mentor training programme.</p>	<p>Early Career Teachers within the Trust are developed and remain in the profession.</p> <p>Development of those Trust staff involved in delivering training.</p>	Formation Sharing capacity.
New to subject leadership programme	<p>This would include</p> <ul style="list-style-type: none"> Programme of immersion days in every subject every year for schools to use to 	Subject leads feel as though they are connected with others in the Trust.	Formation

	<p>support review or development as per school priorities</p> <ul style="list-style-type: none"> • Mentoring support to any new subject leads • Subject specialist CPD • Provision of intensive support if an individual school has an urgent need that they cannot meet with their own capacity 	<p>Good practice is shared across the Trust.</p> <p>High quality curriculums in place in all schools and pupils make consistently high levels of progress in all subjects in all schools.</p> <p>Subject leaders are equipped and feel confident in carrying out their roles.</p>	<p>Sharing Capacity</p>
<p>Collaborative School Improvement groups</p>	<p>Work groups formed of and led by relevant staff drawn from across the trust to address common areas for improvement. Examples to date include:</p> <ul style="list-style-type: none"> • Writing Fundamentals Group – developing Trust writing approach in response to common drop in writing outcomes and lower level of development on entry to school • Characteristics of Excellence Groups – Formed in response to outcome from subject immersion and recognition of a need to have a common 'language' defining excellence in our schools • Prayer and Liturgy Programme – To support schools with implementation of Prayer and Liturgy Directory and to identify and develop Trust wide approaches in areas where alignment is helpful, including; <ul style="list-style-type: none"> ○ Development of tools for evaluating the quality of prayer and liturgy ○ Development of some common approaches to liturgical music ○ Development of common elements for APOPs across the Trust, 	<p>There is rapid and sustained improvement in the areas concerned.</p>	<p>Knowing our schools</p> <p>Formation</p> <p>Sharing Capacity</p>

	including identification of provision which goes beyond individual schools		
Bespoke Support for Schools	<p>Providing bespoke support for schools who don't have the capacity to address their improvement priorities.</p> <p>This support will be identified through school through the school self-evaluation process and school improvement visits.</p> <p>Exec Directors of School Improvement will provide direct support and will draw in other support as needed, such as:</p> <ul style="list-style-type: none"> • Support from other Trust Heads and senior leaders, including secondments as needed • Support from specialists in curriculum, teacher development (through SCITT and ECF programme), SEND, trauma informed practice, subject leaders and evidence informed practice (through evidence leads) • Support through Maths Hub or English Hub <p>Support through external partners (Learn Sheffield)</p>	<p>Ensuring that all pupils are receiving the best quality distinctive Catholic education.</p> <p>Addressing school improvement needs where the school does not have sufficient internal capacity to address the need alone and/or where there is an urgent need for rapid improvement that needs additional resource.</p>	Shared Capacity