DRB Ignite School Improvement Action Plan  
2019/2020
‘all pupils achieve the highest standard of educational outcomes regardless of circumstance or background’

<table>
<thead>
<tr>
<th>Objective</th>
<th>Success Criteria with measurable outcomes</th>
<th>Specific actions – including allocation of time for support</th>
<th>Monitoring of impact By whom/date</th>
<th>Evaluation By whom/date</th>
<th>Impact of support Quantitative and qualitative</th>
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<td>Quality of Education</td>
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<td>Improve reading and phonics outcomes across all MAT schools so that attainment is at least in line with national at all key stages.</td>
<td>Phonics and reading outcomes at EYFS, KS1 and KS2 are at least in line with national (and above national in Phonics) by end of 2020.</td>
<td>• See MAT Reading RAP. (Appendix 1)</td>
<td>HT &amp; SLT SID &amp; SILs</td>
<td>TIB CA</td>
<td>How is reading improving in Trust schools across all phases and particularly KS2? How is mathematics improving in Trust schools across all phases and particularly KS2?</td>
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<td>Improve mathematics outcomes across all MAT schools so that attainment is at least in line with national at all key stages.</td>
<td>Mathematics outcomes at EYFS, KS1 and KS2 are at least in line with national by end of 2020.</td>
<td>• See MAT Mathematics RAP. (Appendix 2)</td>
<td>HT &amp; SLT SID &amp; SILs</td>
<td>TIB CA</td>
<td>Are there specific strategies or initiatives which are having more impact on progress and standards? If so, how is this evidence being shared across schools? Do any schools require additional support to improve progress and attainment in mathematics?</td>
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<td>Improve outcomes at Greater Depth/Higher Standard in reading, writing and GD/HS outcomes at EYFS, KS1 and KS2 are at least in line with national by end of 2020.</td>
<td>GD/HS outcomes at EYFS, KS1 and KS2 are at least in line with national by end of 2020.</td>
<td>• See MAT Greater Depth RAP (Appendix 3)</td>
<td>HT &amp; SLT SID &amp; SILs</td>
<td>TIB CA</td>
<td>How are the most able pupils performing in Trust schools across all phases and particularly KS2?</td>
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| Mathematics across all MAT schools so that attainment is at least in line with national at all key stages. | Are there specific strategies or initiatives which are having more impact on progress and standards?  
If so, how is this evidence being shared across schools?  
Do any schools require additional support to improve progress and attainment of the most able pupils? |
|---|---|
| Teaching is consistently good across all MAT schools | How is teaching improving in Trust schools across all phases?  
Are there specific strategies or initiatives which are having more impact on improving?  
If so, how is this evidence being shared across schools?  
Do any schools require additional support to improve provision? |
| Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches. | Feedback in each school is consistent with EEF research and takes teacher workload into consideration.  
SID/SILs use EEF research to inform school improvement activities to improve QFT.  
AFL research group established with feedback provided to SLF. (Success criteria, scaffolding self-assessment, peer assessment)  
CA Reviews termly with follow up actions supported by school improvement team.  
Lesson study approach trialled by Audley and PTJ.  
Innovative strategies are researched and shared across all MAT schools supported by the school improvement team. |
| Handwriting, spelling and punctuation is accurate and applied consistently across all curriculum subject areas. | Audit of policy across all settings with clear actions for improvement established.  
TAs to be trained on teaching grammar, spelling and punctuation. STSA to provide in autumn term.  
CA NoV to include a judgement on handwriting, spelling and punctuation. |
| Children’s written work reflects the consistent high expectations across the curriculum. | HT & SLT  
SID & SILs  
TIB  
CA |
| How is GPS improving in Trust schools across all phases and particularly KS2?  
Are there specific strategies or initiatives which are having more impact on progress and standards?  
If so, how is this evidence being shared across schools? | HT & SLT  
SID & SILs  
TIB  
CA |
Ensure that Y6 staff have the subject knowledge and skills to improve outcomes in R, W & M to at least national expected outcomes.

- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
- Y6 MAT Strategy meetings at least each half term.
- Data to be analysed by the MAT after each mock test as per the MAT assessment schedule.
- Y6 to be a key focus of all CA visits with actions agreed for rapid improvement.
- School Improvement Team to review data and CA NoV to identify support needed in each setting and/or whole MAT.
- CPD from STSA and Dudley LA provided.
- Lesson study programme to be established in autumn 2.
- Each school to have Y6 strategy/pupil progress each half term. Feedback to TIB on actions and support required.

SILs to support this process.

Leadership and Management

- Outcomes in reading, writing and mathematics are at least in line with national.
- The MAT has a School Improvement Team with a demonstrable impact on raising standards.
- DRB/Ambition Institute Middle Leadership Programme in place by December 2019. (See Appendix 4)
- Executive HTs enrolled on NPQEH by Feb 2020.

HT & SLT SID & SILs TIB CA

Is there evidence that new school improvement arrangements can identify impact and demonstrate progress driven at school level?

Were the professional development opportunities successful? What leadership actions are required for the springterm to increase strategic roles and influence?
| Improve attendance to at least 96% in all settings. | All settings have at least 96% attendance. Where attendance remains below 96% there is evidence of rapid improvement. Persistent Absence is reduced to be at least in line with national average including for pupils with SEND. | See MAT Attendance RAP (Appendix 4)

Identify good practice in MAT schools (e.g. Beechwood) and share this with all settings.

Attendence Leads to attend MAT CPD session each term.

All Attendance Leads to attend LA training.

AW to coordinate attendance across the MAT. | HT & SLT SID & SILs TIB CA | Is attendance improving for all pupil groups? Are any pupil groups significantly below? What is in place to rapidly improve attendance? | Have the breadth of actions represented value for money?

What leadership strands are missing from the Trust and what it will need to be successful and grow in the immediate and longer-term future? |

- developing the roles of School Improvement Leads and School Improvement Practitioners
- Each MAT school has middle leaders with a demonstrable impact on raising standards.

Middle Leader roles/activities clearly defined in each school’s M&E schedule.

HTs/SIL shadow CA Reviews and PPG Reviews in other MAT schools.

SLF meetings – standing agenda item feedback from SID and CA reviews.

Undertake drb school wide workforce analysis audit and action plan.

Full CPD programme provided by STSA.

Trust January ‘leadership days’ to review processes for ensuring effective change management – 16th & 17th January 2020

Improve capacity of School Improvement Team from current 2 days to at least 11 days per week with additional days available for teacher development activities.
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<th>Pupils with SEND make consistently good progress as a result of work that meets their specific needs.</th>
<th>Each school has a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.</th>
<th>HT &amp; SLT SID &amp; SILs TIB CA</th>
<th>How do Trustees ensure they are aware of the progress and outcomes for pupils with SEND?  How are Trustees aware of the views of the parents of pupils with SEND?</th>
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<td>Ensure that the curriculum offer and assessment processes are fit for purpose and reflect planned changes to the Ofsted Framework etc. with effect from September 2019</td>
<td>All schools have a broad and balanced curriculum offer. There is a clear rationale based on pedagogy in all curriculum designs. There is planned progression in the teaching of skills, knowledge and concepts</td>
<td>A MAT Intent, Implementation and Impact statement is in place by Oct 2019. Schools are ranked on the Trust Intent Progression Scale. Clear actions for improvement are agreed and School Improvement Team tasked with supporting schools.</td>
<td>HT &amp; SLT SID &amp; SILs TIB CA</td>
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<td>Insight is used effectively at whole Trust level and is a key analysis tool for the internal School Improvement Team</td>
<td>All localised curriculum offers reference concepts, knowledge and skills. SLF training delivered by Lane Clark on pedagogy and the science of learning. Pupil and Parent Guarantees and Expectations Charter in place.</td>
<td>Are expectations high enough in all curriculum areas? Do classroom environments support pupil learning and enhance opportunities effectively?</td>
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<td>Ensure that the PPG is used effectively to improve outcomes for PP and LAC pupils in R, W, &amp; M at least in line with all other pupils nationally. Where a gap remains this will be closing rapidly.</td>
<td>The gap in all settings is closing rapidly.</td>
<td>HT &amp; SLT SID &amp; SILs TIB CA How do Trustees ensure they are aware of the progress and outcomes for pupils with PP/LAC? How do Trustees monitor the progress and achievement of LAC pupils in a systematic way?</td>
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<td>Ensure that the PPG is used effectively to improve outcomes for PP and LAC pupils in R, W, &amp; M at least in line with all other pupils nationally. Where a gap remains this will be closing rapidly.</td>
<td>The gap in all settings is closing rapidly. See MAT LAC RAP (Appendix 6) All settings publish their PPG statement on their websites. Audit PPG statements alongside pupil outcomes to identify value for money, strengths and areas of weakness. An action plan to be in place by end of autumn. Each school to have a nominated Pupil Premium Champion with responsibility for leading on provision and evaluating impact of the PPG spend. SID to lead a Pupil Premium Champion network to ensure consistency and impact on achievement. CA NoV to identify issues with PP provision and School Improvement Team directed to support as required. MAT data collections have a focus on PP progress and attainment.</td>
<td>How do Trustees ensure they are aware of the progress and outcomes for pupils with PP/LAC? How do Trustees monitor the progress and achievement of LAC pupils in a systematic way?</td>
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<td>Staff wellbeing is a high priority across all settings to ensure that staff can effectively carry out their roles and meet the requirements of the teacher standards.</td>
<td>Leaders have clear plans to take into account the workload and well-being of their staff, while also developing and strengthening the quality of the workforce.</td>
<td>The MAT establish an agreed feedback policy that takes into account wellbeing and workload. In place by end of autumn term. Well-being audit for all staff – autumn term. Analysed at school and MAT level. All schools subscribe to a telephone support service for staff.</td>
<td>HT &amp; SLT SID &amp; SILs</td>
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<td>Ensure that the governance structure for all schools is clear, unambiguous and understood by all.</td>
<td>Those responsible for governance understand their respective roles perform these in a way that enhances the effectiveness of all schools. Governance provides confident, strategic leadership, robust accountability, oversight and assurance for educational and financial performance.</td>
<td>Trustees to restructure, remodel and rename the community representative body for each area hub. Terms of reference to be revised alongside the governance charter and scheme of delegation.</td>
<td>Trust Board Achievement, support and scrutiny committee.</td>
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