

# **St. Benet's MAT Improvement Plan**

## **HPA**

*"Faith in Success"*

## St. Benet's Ethos and Aims

St. Benet's Multi-Academy Trust is fully committed to providing the highest quality educational provision for all children and young people in our academies. We seek to achieve this within the notion of belonging to a family where service of others is promoted and the Christian values of responsibility, aspiration, dignity, love and respect can be seen in action in all our academies. This is not an "easy option" because, to achieve the best possible outcomes for our young people, there is an expectation that every individual will strive to make the most effective contribution possible.

- We are totally committed to our prime purpose, that of providing the highest possible quality learning opportunities for the young people in our nurseries and academies.
- In achieving this prime purpose, we value all roles within the academy community and will always seek to develop positive and productive relationships in the belief that this can only enhance the provision for the young people.
- We are a proactive Trust and recognise the importance of both support and challenge in aiming to achieve the highest quality outcomes for all those working in our academies.
- Christian values are the foundation for all our work and our mission statement, "Faith in success", stresses the very clear responsibility we feel for providing the very best opportunities for all our young people.
- Professional relationships based upon mutual respect and trust permeate everything that we do.
- Our engagement with the Diocese of Norwich provides a unique dimension to our work providing a wealth of opportunities to explore spiritual and moral dimensions with the young people in our care.
- We recognise the expertise that exists within our academies and actively seek to provide opportunities for high quality partnership and mentoring between our academies as well as academies outside St. Benet's MAT.
- We provide enhanced career development opportunities because we have a very clear understanding of the strengths and weaknesses of our academies such that we can maximise opportunities for staff to exercise and develop their teaching leadership skills.
- We see parents and the wider community as key partners in our work and will always seek to engage all stakeholders in developing excellence throughout our academies.

## St Benet's MAT-wide Priorities 2019 – Currently do not have copy of priorities for 2020 – Do we refer to the St Benet's Self Improving Academies Model 20/21?

<p><b>Priority :</b></p> <p><b>Enhancing the impact of curriculum leaders.</b></p>	<p><b>Priority Rating</b></p> <p><b>1</b></p>	<p><b>Success criteria (trust level):</b></p> <ul style="list-style-type: none"> <li>Trustees are confident that curriculum leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and appropriate use of assessment.</li> <li>Trustees acknowledge that subject leaders have ensured that practice and subject knowledge has built and improved over time.</li> </ul>
<p><b>Priority :</b></p> <p><b>Ensuring good outcomes for all pupil groups.</b></p>	<p><b>Priority Rating</b></p> <p><b>2</b></p>	<p><b>Success criteria (trust level):</b></p> <ul style="list-style-type: none"> <li>Trustees' vision for providing a high-quality education for all pupils is realised.</li> <li>Staff are appropriately supported to enable them to ensure that all pupils learn successfully.</li> <li>The ambitious curriculum is designed to give opportunity to all pupils, including the most able and those who are disadvantaged or with SEND.</li> </ul>
<p><b>Priority :</b></p> <p><b>To be fully prepared for the implementation of the new trust-wide RSHE curriculum.</b></p>	<p><b>Priority Rating</b></p> <p><b>3</b></p>	<p><b>Success criteria (trust level):</b></p> <p>Trustees are assured that leaders have ensured that provision meets these criteria:</p> <ul style="list-style-type: none"> <li>A planned programme of lessons will be delivered in a carefully sequenced way</li> <li>The curriculum builds on the knowledge pupils have previously acquired</li> <li>The curriculum is properly resourced, staffed and timetabled with a dedicated subject lead and named governor</li> <li>All academies share the same high expectations for the quality of pupils work as for other curriculum areas.</li> </ul>
<p><b>Priority :</b></p> <p><b>To foster a life-long love of reading by placing it firmly at the core of the curriculum.</b></p>	<p><b>Priority Rating</b></p> <p><b>4</b></p>	<p><b>Success criteria (trust level):</b></p> <ul style="list-style-type: none"> <li>St Benet's academies are determined that all pupils, irrespective of background, needs or abilities learn to read. All pupils make sufficient progress to meet or exceed age-related expectations.</li> <li>Pupils become familiar with and enjoy interacting with a wide range of stories, poems and non-fiction text types.</li> <li>Where appropriate, each academy's phonics programme matches or exceeds the expectations of the National Curriculum. There are clear expectations for progress.</li> <li>Reading books are closely matched to the phonics programme and pupils are given every opportunity to read and re-read books that match the grapheme-phoneme correspondences they know.</li> <li>Reading, including synthetic phonics, is taught from the beginning of reception.</li> <li>Ongoing assessment is sufficiently detailed and frequent to identify pupils at risk of falling behind and to ensure appropriate support is given.</li> <li>All academies have developed sufficient expertise in the teaching of phonics and reading.</li> </ul>
<p><b>Priority :</b></p> <p><b>To raise attainment in writing</b></p>	<p><b>Priority Rating</b></p> <p><b>5</b></p>	<p><b>Success criteria (trust level):</b></p> <ul style="list-style-type: none"> <li>Teachers use their secure subject knowledge to plan learning that sustains pupils' interests and presents sufficient opportunity to consolidate and deepen their knowledge and skills.</li> <li>Pupils will have every opportunity to write in a range of genre across the whole school curriculum.</li> <li>Writing will be taught consistently in all academies with teachers giving feedback in line with their academy's policies. Pupils use their feedback well and know what they need to do to improve.</li> <li>All academies use a common assessment framework and meet regularly within year groups and phases to agree assessment standards.</li> <li>Teachers are ambitious for their pupils and writing attainment will have risen to be at least in line with national averages in 2020.</li> </ul>

**Key Priority 1: Enhancing the impact of curriculum leaders**

**Objectives:**

**1.1 – Develop leaders’ knowledge of their role and responsibilities**

**1.2 – Develop teachers’ subject knowledge and pedagogy across the curriculum**

**1.3 – Develop leaders monitoring to ensure robust evidence of impact**

**OBJECTIVE: Develop leaders’ knowledge of their role and responsibilities** **1.1**

**KEY LEAD ROLE/ NAME:** MF/ LR / Curriculum Leads

<b>Actions</b>		<b>Success Criteria QUANTIFIED</b>		<b>Resources /CPD/ Funding</b>	<b>Notes on progress ACTUAL impact on children</b>	<b>RAG</b>
<b>Action</b>	<b>Key person</b>	<b>Planned impact on children</b>	<b>Milestones</b>			
Key staff are allocated to ‘Expert Groups’ for St Benet’s MAT	RMF/ LR	<p>Children will have access to a high quality curriculum.</p> <p>Children will feel that their learning is meaningful, and relevant to their lives.</p> <p>Children will make good progress in their learning, especially those who did not engage in home learning during lockdown</p>	<p><b>Autumn</b> External training opportunities will have been accessed by a variety of leaders – VNET, Educate Norfolk, St Benet’s – these may be virtual meetings</p> <p>Subject leader specific staff meeting time</p> <p><b>Spring</b> Monitoring will show that staff have a growing understanding of their roles. Each subject leader portfolio will show evidence of monitoring and impact</p> <p><b>Summer</b> Children will speak positively about their curriculum. Leaders will lead with confidence – good practice will be shared regularly.</p>	<p>Training costs</p> <p>Expenses claims</p> <p>Supply Cover</p>		<p>A u t u m n</p> <hr/> <p>S p r i n g</p> <hr/> <p>S u m m e r</p>

Embed the school understanding of the term 'curriculum'	MF/LR	All children will experience an inclusive, high quality curriculum.	<b>Autumn</b> Staff training will be developed by member of the Curriculum Expert Group			A u t u m n
			<b>Spring</b> Leadership interviews will show that leaders are starting to understand the deep dive questions and shaping their responses.			S p r i n g
			<b>Summer</b> N/A			S u m m e r
Promote self-directed learning within the staff.	MF/LR	Teachers demonstrate to children that they are life-long learners.	<b>Autumn</b> Self-directed learning will be introduced to staff and initial projects will be underway led by the Expert Groups.	Material costs		A u t u m n
			<b>Spring</b> Feedback from groups will be shared with staff and impact on planning will be evidenced.			S p r i n g
			<b>Summer</b> Staff will share their learning projects with children to foster a love of life-long learning.			S u m m e r

<b>OBJECTIVE: Develop teachers' subject knowledge and pedagogy across the curriculum</b>						<b>1.2</b>
<b>KEY LEAD ROLE/ NAME:</b> Curriculum Leads						
<b>Actions</b>		<b>Success Criteria</b> QUANTIFIED		<b>Resources /CPD/ Funding</b>	<b>Notes on progress ACTUAL impact on children</b>	<b>RAG</b>
<b>Action</b>	<b>Key person</b>	<b>Planned impact on children</b>	<b>Milestones</b>			
Deliver a planned scheme of training for staff for the year – subject leaders bid for staff meeting time	MF/LR	Children will enjoy their learning. They will speak positively about the experiences they have in class.  Children will see teachers as life-long learners.  Children will make good progress in their learning, especially those who are disengaged or have additional needs	<b>Autumn</b> Curriculum leads will have their action plans in place and have a clear understanding of the training needs within the school. A clear programme of support will be planned for the year.  <b>Spring</b> Regular staff training will be delivered and staff will be accessing self-directed learning to bolster subject knowledge.  <b>Summer</b> Children will speak positively about their curriculum. Monitoring will show that subject knowledge has improved.	Release time for curriculum leads.		A u t u m n  S p r i n g

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<b>OBJECTIVE: Develop leaders' monitoring to ensure robust evidence of impact</b>	<b>1.3</b>
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**KEY LEAD ROLE/ NAME:** MF / LR / Curriculum Leads

<b>Actions</b>		<b>Success Criteria QUANTIFIED</b>		<b>Resources /CPD/ Funding</b>	<b>Notes on progress ACTUAL impact on children</b>	<b>RAG</b>
<b>Action</b>	<b>Key person</b>	<b>Planned impact on children</b>	<b>Milestones</b>			
Develop a clear policy and expectation on evidencing impact	RMF/ LR	Children will have access to a high quality curriculum.  Children will feel that their learning is meaningful, and relevant to their lives.  Children will be able to access their learning opportunities	<b>Autumn</b> Introduce Curriculum Portfolios for all subjects – staff training will be delivered.	Portfolios costs.		A u t u m n
			<b>Spring</b> Monitoring will show that the portfolios are enabling leaders to look closely at their subject.			S p r i n g
			<b>Summer</b> Children will speak positively about their curriculum. Leaders will lead with confidence – good practice will be shared regularly. Portfolios will provide Governors with a clear marker of progress in the school.			S u m m e r
Train Leaders to consistently monitor their subject areas.	RF	Children will have access to a high quality curriculum.	<b>Autumn</b> In-house training will be delivered by RF. Leaders will be able to confidently talk about their monitoring tools.			A u t u m n
			<b>Spring</b> Curriculum portfolios will begin to show the evidence of impact.			S p r i n g
			<b>Summer</b> Leaders will confidently talk about the monitoring outcomes of their subjects.			S u m m e r



			Parent Council will speak positively of the school curriculum and provide examples of home learning.			S u m m e r
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<b>OBJECTIVE: Narrow the achievement and progress gaps for vulnerable groups of children</b>	<b>2.2</b>
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**KEY LEAD ROLE/ NAME:** LR / VG / CM

Actions		Success Criteria QUANTIFIED		Resources /CPD/ Funding	Notes on progress ACTUAL impact on children	RAG
Action	Key person	Planned impact on children	Milestones			
Ensure thorough analysis of subject and cohort data in English and Maths  Use PIXL effectively to support better outcomes for all children  FFT will be used effectively by SLT	MF/ LR / SC/ VG / CM	Children within vulnerable groups and all key marginal children will make good progress and the gap in attainment will be narrowed.	<b>Autumn</b> RSL (SC) meet with PIXL Primary Associate Ben Clark  Leaders will have a plan in place to tackle the attainment gap in their subject.  All teachers will be aware of how to use PIXL resources and TA's will receive training on therapies	FFT Training PIXL Training		A u t u m n
			<b>Spring</b> Monitoring will show that children in vulnerable groups are showing signs of improvement.  Thorough analysis of in-school data will inform planning.			S p r i n g
			<b>Summer</b> <b>Impact of PIXL in first year will be evaluated by SLT</b>			S u m m e r
Ensure robust pupil progress meetings provide opportunities for early intervention.	MF /LR/ BB	Children within vulnerable groups and all key marginal children will make good progress and the gap in attainment will be narrowed.	<b>Autumn</b> Revised system for pupil progress meetings in place and shared with staff. Work with key marginal children has begun			A u t u m n
			<b>Spring</b> First round of P/P meetings have provided opportunities to support learning in vulnerable gps.			S p r i n g
			<b>Summer</b> Monitoring will show that children in vulnerable groups are showing signs of improvement.			S u m m e r

**OBJECTIVE: Ensure that children have the opportunity to achieve within the highest achievement bands (greater depth)** **2.3**

**KEY LEAD ROLE/ NAME:** MF / VG / CM / class teachers

Actions		Success Criteria QUANTIFIED		Resources /CPD/ Funding	Notes on progress ACTUAL impact on children	RAG
Action	Key person	Planned impact on children	Milestones			
Ensure that staff are aware of the thresholds for greater depth / exceeding within writing and reading & maths their year groups.	CM/VG	Children will be exposed to lessons that give them the skills and opportunities to achieve the highest grades.	<b>Autumn</b> Support NQT's in planning and delivering quality teaching and learning that supports children achieve greater depth/exceeding			A u t u m n
			<b>Spring</b> Monitoring of books/Google classroom will show that children are demonstrating work at a greater depth across subjects.			S p r i n g
			<b>Summer</b> Monitoring of books/Google classroom will show clear evidence of greater depth across the curriculum in all year groups.  Monitoring of the early years will show that the provision allows for children to achieve exceeding.			S u m m e r
Agree a school procedure for capturing and planning for greater depth.	CM/VG	Children will be exposed to lessons that give them the skills and opportunities to achieve the highest grades.	<b>Autumn</b> N/A			A u t u m n
			<b>Spring</b> Staff will have agreed a procedure for capturing greater depth in books and planning.			S p r i n g
			<b>Summer</b> Monitoring of books will show clear evidence of greater depth across the curriculum in all year groups.			S u m m e r

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**Key Priority 3: To be fully prepared for the implementation of the new trust-wide RSHE curriculum**

**Objectives:**

**3.1 – Ensure that a robust policy is in place, meeting all statutory requirements**

**3.2 – Ensure that staff are well prepared to deliver the new SRE curriculum**

**OBJECTIVE: Ensure that the school is on track to meet statutory requirements**

**3.1**

**KEY LEAD ROLE/ NAME:** SM/LT

<b>Actions</b>		Success Criteria QUANTIFIED		Resources /CPD/ Funding	Notes on progress ACTUAL impact on children	RAG
Action	Key person	Planned impact on children	Milestones			
Ensure that there is a robust policy in place across the MAT	SM/LT	Children will have access to a well-informed curriculum for RSE that prepares them for adulthood.	<p><b>Autumn</b> N/A</p> <p><b>Spring</b> Policy in place by April 2020 at a trust level Policy will have been adopted by Governors</p> <p><b>Summer</b> N/A</p>			<p>A u t u m n</p> <p>S p r i n g</p> <p>S u m m e r</p>
Ensure that parents and stakeholders have been consulted on the policy and that personalisations have been made.	SM/LT	Children will have access to a well-informed curriculum for RSE that prepares them for adulthood.	<p><b>Autumn</b> N/A</p> <p><b>Spring</b> Consultation will have begun and parents will be able to respond to the relevant parts of the policy.</p> <p><b>Summer</b> Feedback from parents will have been taken onboard and a final policy will be ready to be rolled out. Staff will have met to discuss appropriate sequencing of the curriculum.</p>			<p>A u t u m n</p> <p>S p r i n g</p>

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<b>OBJECTIVE: Ensure that staff are well prepared to deliver the new SRE curriculum</b>	<b>3.2</b>
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**KEY LEAD ROLE/ NAME:** JR / LR

<b>Actions</b>		Success Criteria QUANTIFIED		Resources /CPD/ Funding	Notes on progress ACTUAL impact on children	RAG
Action	Key person	Planned impact on children	Milestones			
Source and deliver training for SRE	SM	Children will have access to a well-informed curriculum for RSE that prepares them for adulthood.	<b>Autumn</b> N/A	CPD		A u t u m n
			<b>Spring</b> Training will have been delivered by a suitably knowledgeable body (either by NCC or at MAT level)			S p r i n g
			<b>Summer</b>			S u m m e r
Resources will be in place to ensure high quality delivery of the policy and scheme.	SM	Children will have access to a well-informed curriculum for RSE that prepares them for adulthood.	<b>Autumn</b> All resources needed have been purchased	Resources?		A u t u m n
			<b>Spring</b> An audit of required resources will have been completed in line with the MATs preferred scheme of work.			S p r i n g
			<b>Summer</b> Resources will be in place and staff will be familiar with their availability, and their place within the scheme.			S u m m e r

**Key Priority 4: To foster a life-long love of reading by placing it firmly at the core of the curriculum**

**Objectives:**

**4.1 – To begin developing a culture of reading for pleasure across the school**

**4.2 – To develop the teaching of phonics**

**4.3 – To develop the teaching of reading to ensure continued progress against the standards**

**OBJECTIVE: To begin developing a culture of reading for pleasure across the school**

**4.1**

**KEY LEAD ROLE/ NAME: MF/ LR / CM / VS**

<b>Actions</b>		<b>Success Criteria QUANTIFIED</b>		<b>Resources /CPD/ Funding</b>	<b>Notes on progress ACTUAL impact on children</b>	<b>RAG</b>
<b>Action</b>	<b>Key person</b>	<b>Planned impact on children</b>	<b>Milestones</b>			
Ensure staff are trained in approaches that will promote a love for reading.	CM	Pupils become familiar with and enjoy interacting with a wide range of stories, poems and non-fiction text types.	<p><b>Autumn</b> Destination Reader will be trialed and in place in year 6</p> <p><b>Spring</b> Monitoring will show that the impact of the training has filtered down to the children.</p> <p><b>Summer</b> N/A</p>	CPD		<p>A u t u m n</p> <p>S p r i n g</p> <p>S u m m e r</p>
<p>Audit resources for reading purchased last year for KS1 and identify any remaining issues.</p> <p>Order more books if required</p> <p>Decide whether reading records will be used in school, if so, where and how</p>	CM	<p>Pupils become familiar with and enjoy interacting with a wide range of stories, poems and non-fiction text types.</p> <p>Pupils read more regularly at home</p>	<p><b>Autumn</b> An audit will be completed and an order compiled – if necessary.</p> <p>Survey children about their reading habits</p> <p><b>Spring</b> Collect data on numbers of children reading at home</p> <p><b>Summer</b> Repeat pupil reading survey which will show an improvement in views to reading and reading habits. Children will say that they enjoy to read.</p>			<p>A u t u m n</p>

						S p r i n g
						S u m m e r

OBJECTIVE: To develop the teaching of phonics						4.2
KEY LEAD ROLE/ NAME: phonics lead						
Actions		Success Criteria QUANTIFIED		Resources /CPD/ Funding	Notes on progress ACTUAL impact on children	RAG
Action	Key person	Planned impact on children	Milestones			
<p>Ensure that staff are equipped to teach high quality phonics from the start of Reception.</p> <p>Ensure NQT's have received in-school training on teaching phonics</p>	VS	Children will have access to high quality phonics which will give them an early grounding in reading.	<p><b>Autumn</b> Monitoring of phonics will provide a baseline of need. A detailed phonics plan will be drawn up which plans out intervention at a year group level.</p> <p><b>Spring</b> Staff training will have been delivered and monitoring will show that new skills have been applied.</p> <p><b>Summer</b> Monitoring will show that the teaching of phonics is improving and where it is not a support plan will be in place.</p>	CPD		<p>A u t u m n</p> <p>S p r i n g</p> <p>S u m m e r</p>
<p>Ensure that % of children in year 2 are at least at national (having missed phonics assessment in year 1)</p> <p>Pupil Premium children to have a gap of less than x% to non-PP children (VS to work out target)</p>	VS	Children, regardless of gender or social circumstances have equal opportunities to develop their reading skills through daily oral and written practice that increase their phonics knowledge and handwriting skills	<p><b>Autumn</b> Establish any phonics groups within bubbles Make assessment a continuous process. With up to date records always available for phonics lead to monitor Share information on phonics with nursery and reception parents</p> <p><b>Spring</b> Monitoring of reading shows that the policy is being followed. Assessments show that children are making good progress in phonics.</p> <p><b>Summer</b></p>			<p>A u t u m n</p> <p>S p r i n g</p>

			Children are making good progress in reading. Data shows the progress of the bottom 25% with intervention in place.			S u m m e r
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<b>OBJECTIVE: To develop the teaching of reading to ensure continued progress against the standards</b>	<b>4.3</b>
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<b>KEY LEAD ROLE/ NAME: RF / LR / CM</b>
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Actions		Success Criteria QUANTIFIED		Resources /CPD/ Funding	Notes on progress ACTUAL impact on children	RAG
Action	Key person	Planned impact on children	Milestones			
Review the implementation of the revised reading policy to ensure consistency	CM	All pupils, irrespective of background, needs or abilities learns to read. All pupils make sufficient progress to meet or exceed age-related expectations.	<b>Autumn</b> A detailed English action plan will be in place.			A u t u m n
			<b>Spring</b> Review of the reading policy will take place			S p r i n g
			<b>Summer</b> Monitoring will show that the teaching of reading is in line with the policy and good in most cases. Where it is not good, support will be in place.			S u m m e r
Leadership of reading will be developed through up to date training and support.  This training did not happen last year.	CM	All pupils, irrespective of background, needs or abilities learns to read. All pupils make sufficient progress to meet or exceed age-related expectations.	<b>Autumn</b> English lead will be briefed on latest requirements and developments Detailed English action plan will be in place.			A u t u m n
			<b>Spring</b> Eng. Lead's monitoring will show a clear understanding of reading across the school. Data analysis will identify areas for development and support will be in place.			S p r i n g
			<b>Summer</b> Whole school data will show positive progress compared to 20-19 data			S u m m e r

**Key Priority 5: To raise attainment in writing**

**Objectives:**

**5.1 – Maintain a consistent approach to writing across the school**

**5.2 – Ensure that monitoring and assessments closely track progress of writing to allow for early intervention**

**5.3 – Enable children to write a range of genres across a wide variety of subjects, ensuring children get the opportunity to write with real purpose**

**OBJECTIVE: Introduce a consistent approach to writing across the school** **5.1**

**KEY LEAD ROLE/ NAME:** CM

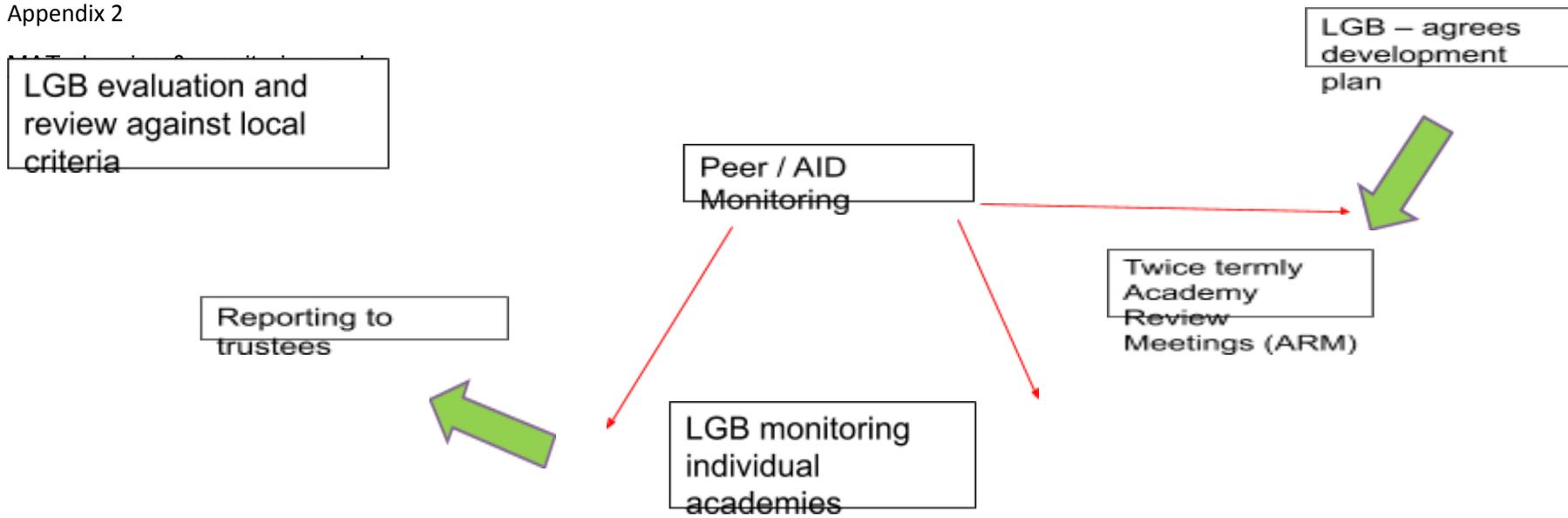
<b>Actions</b>		<b>Success Criteria QUANTIFIED</b>		<b>Resources /CPD/ Funding</b>	<b>Notes on progress ACTUAL impact on children</b>	<b>RAG</b>
<b>Action</b>	<b>Key person</b>	<b>Planned impact on children</b>	<b>Milestones</b>			
Increase the subject knowledge of NQT's through the introduction of Talk for Writing  Ensure all existing staff use Talk for Writing according to what was agreed last year.	CM	Children will receive a clear approach to writing on their journey through the school, allowing them to make sustained progress.	<b>Autumn</b> Talk for Writing training for NQT's will have taken place and staff will demonstrate a clear understanding. Monitoring will show that all teachers are using the approaches as agreed last year in their classroom. A detailed plan for English is in place.	TfW training		A u t u m n
			<b>Spring</b> Monitoring shows that TfW is embedded in having an impact on the quality of writing in books.			S p r i n g
			<b>Summer</b> Monitoring will show the impact of TfW and governors will be informed. Children will talk positively about TfW and be able to show how it has helped them.			S u m m e r

**OBJECTIVE: Ensure that monitoring and assessments closely track progress of writing to allow for early intervention** **5.2**

**KEY LEAD ROLE/ NAME: SC/ CM / LR**

<b>Actions</b>		<b>Success Criteria QUANTIFIED</b>		<b>Resources /CPD/ Funding</b>	<b>Notes on progress ACTUAL impact on children</b>	<b>RAG</b>
<b>Action</b>	<b>Key person</b>	<b>Planned impact on children</b>	<b>Milestones</b>			
To set up a cycle of monitoring for each term to ensure support and challenge for teachers.	CM / SC / LR	Children will receive high quality teaching of writing that allows them to make rapid and sustained progress.	<b>Autumn</b> A detailed English action plan will be in place. Operational Overview in place. <b>Spring</b> Monitoring shows that the teaching of writing is good and where it is not, support is in place. <b>Summer</b> Monitoring shows that teaching is improving and that children are making rapid progress towards their targets.			A u t u m n
						S p r i n g
						S u m m e r
Assessment opportunities are capitalized to ensure early intervention – in line with PIXL assessment timetable  (Showcase Writing – cross curricular on wall in lower school main corridor)	CM	Children will receive high quality teaching of writing that allows them to make rapid and sustained progress.	<b>Autumn</b> Assessment calendar is in place for writing and a whole school approach is shared with staff. Initial assessments carried out and gaps in children’s knowledge identified. PIXL therapies used for Key Marginal children. <b>Spring</b> Assessments show that PUXL Therapies is having an impact and that children are making progress. <b>Summer</b> Pupil progress meetings show that early intervention is impactful and well planned.			A u t u m n
						S p r i n g
						S u m m e r





4.1 Appendix 3	Activity	Person(s) Responsible	Autumn Term	Spring Term	Summer Term
<b>Academy level</b>	In school data collection/pupil progress review	Head Teacher			
<b>Local Governing Body level</b>	LGB Standards & Curriculum Committee	Committee Chair			
	LGB Resources Committee	Committee Chair			
	LGB Ethos & Community Committee	Committee Chair			
	HT Performance Management Panel meeting	CEO			
	Full Local Governing Body	Chair of Governors			
<b>Leadership level</b>	Academy Review Meetings (ARM)	Head Teacher, Chair, Academies Improvement Director	9		
	Academies Improvement Leadership Group (AILG)	Head Teachers, CEO, Academies Improvement Director, Academies Improvement Officer			
<b>St Benet's Trust Board level</b>	Standards and Performance Committee	Trustees, Academies Improvement Director, CEO			
	Finance, Audit and Resources Committee	Trustees, CEO, COO			
	Trust Board Meeting	Board of Trustees			
<b>Diocesan MATs</b>	Briefing	Clerks and Chairs			

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## **Academy Review Meeting Policy (Terms of Reference)**

### **Core Membership**

Academies Improvement Director  
Headteacher  
Chair of Local Governing Body (LGB)  
Nominated Trustee  
Clerk

### **Additional Membership (as appropriate)**

Trust CEO / Deputy Headteacher / Head of Academy / Senior Teacher/Faculty Leader  
Vice Chair or another Governor representative

### **Outline**

The principal function of the Academy Review Meeting (ARM) is to support leaders and managers and hold them to account for academy improvement. For our academies there are three scheduled meetings each year, these are to be held during the latter part of each term. However, an emergency review meeting may be triggered at any time if officers and/or trustees express alarm at the performance of an academy.

The key documents that inform the ARM are:

1. The previous ARM minutes;
2. The academy's own Two Page Summary (TPS);
3. The Academy's Self Evaluation Form (SEF);
4. Full Local Governing Body (LGB) and Standards Committee minutes;
5. The Trust and Academy Improvement Plans;
6. The scheme of delegation;
7. Any reviews and notes of visit provided by the trust or external agencies.

Where relevant the Trustees' expectation is that all core members are familiar with the above documents and have ensured that they are maintained as an up-to-date record.

At each ARM, the academy's senior leaders will report progress against identified priorities within the approved Academy Improvement and Development Plan. Their view of progress will be validated by the Academies Improvement Director and reports from other professionals working with each academy.

The ARM meetings schedule for the academic year is published in April. The trust will provide a responsible clerk for each meeting. ARM agendas are published and circulated at least 5 working days prior to each meeting, academies are expected to furnish the clerk with supporting papers in good time for publication. The nominated Trustee is asked to attend and assure rigour at least one meeting each year.

## **Objectives**

The ARM is the mechanism for ensuring that St. Benet's MAT drives and supports meaningful and sustainable academy improvement. All academies within St. Benet's are required to actively engage with the ARM process, there is a clear expression of intent that this should be a dialogue of mutual benefit. The ultimate aim and responsibility is to ensure that every child and young person in a St. Benet's academy is given the highest quality educational opportunities possible.

The objectives of the ARM are:

- In discussion with the LGB and the Headteacher, to support leadership and hold the academy to account for the standards that it is achieving and to identify opportunities for additional support and professional development to achieve further improvement.
- To evaluate the impact and effectiveness of intervention and/or support, including the work of the Academy Improvement Leadership Group (AILG), and monitor the effective deployment of resources to address improvements

- To celebrate progress and success and give confidence to staff that they can bring about the required improvements
- To support the academy in providing a broad and rich curriculum that seeks to develop the character, talents and skills of every individual so that they may become responsible, caring and contributing citizens.
- To monitor the progress the academy makes against essential improvement priorities and to ensure development targets are relevant to the key areas of academy improvement
- To monitor the impact of CPD on teaching, provision and outcomes.
- To monitor the progress pupils make against targets and to consider the barriers to improvement and how these can be removed.
- To receive reports from the AILG detailing the main priorities for each academy's Improvement and Development Plan to ensure that all academies aspire to be judged as outstanding.
- To provide a channel for information sharing so that senior leaders and governors maintain and develop a dialogue with trustees.
- To review, if the risk assessment necessitates, the responsibilities delegated by Trustees to the Local Governing Body in the Scheme of Delegation.
- To develop a shared ethos with all stakeholders in the academy community so that:
  1. Academies fully embrace the core Christian values that serve, implicitly and explicitly, as the foundation for everything that happens in our academies.
  2. The quality of teaching / quality of education is consistently good or better

3. The attainment and progress of pupils within the academy, especially in English and Mathematics is in line with or exceeds national averages
4. Each academy offers a curriculum which promotes broad opportunities and excellent outcomes in keeping with St. Benet's MAT's aim for all its academies to be outstanding providers of learning
5. Effective leadership and governance sets high expectations and aspirational targets for continuous improvement.