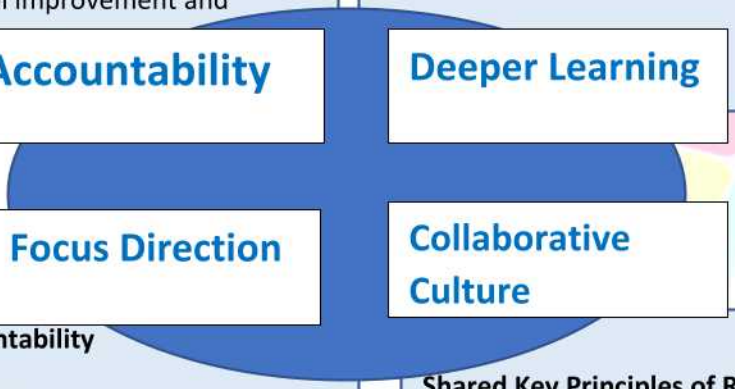
Trust School/UTC Improvement Model

Key Objectives

- Improvement of student/pupil achievement in all year groups
- Diminish the differences in achievement between disadvantaged children and others nationally
- Align and develop shared principles across the Trust in terms of the curriculum, assessment and pedagogy
- Develop leaders at every level of the organisation, especially subject leadership
- Develop research informed decisions
- Develop high quality associate staff roles which underpin robust school improvement and efficiency

School Improvement Leadership Groups

- Headteacher Board and Strategy Group
- School/UTC Senior Leadership Teams
- MAT Curriculum networks
- Curriculum Directors/Subject Leaders
- Lead Coaches
- Primary and Secondary Data and Assessment Leads (Headteachers)
- SENDCOs/DSLs/Office/Business Managers/Premise Managers
- Partnerships with other MATs and high performing schools



Internal and External Accountability

- Strong Board of Trustees
- Authentic, engaged, local governance which focuses on the implementation of strategy – focussing on school improvement, safeguarding, behaviour, health and safety
- Whole-school peer to peer reviews (Internal)
- Focussed MAT interventions
- Trust CEO/Headteacher/Principal/Senior Leaders peer to peer reviews
- Strong Performance Management which uses evidence to identify strengths and areas for improvement
- External reviews from other Trusts/schools/Ofsted trained Consultants
- Ofsted
- RSC /ESFA

Shared Key Principles of Research - to inform curriculum, pedagogy, assessment and pupil progress

- Rosenshine's Principles – build a strong implementation model – Principles of Instruction
- Build up a staff reading culture and ensure they have opportunities to share and **model** the implementation process
- Instructional coaching – identifying gaps in learning and help staff to come up with solutions until the problem is resolved
- Use research-based principles of learning and teaching strategies / assessment – Trust Assessment Network