Albany Learning Trust
- *Developing World Class Schools*

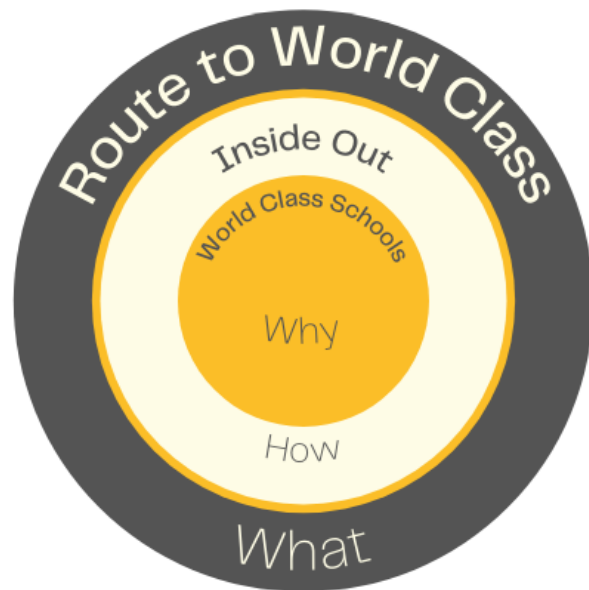SCHOOL IMPROVEMENT

INSIDE
OUT
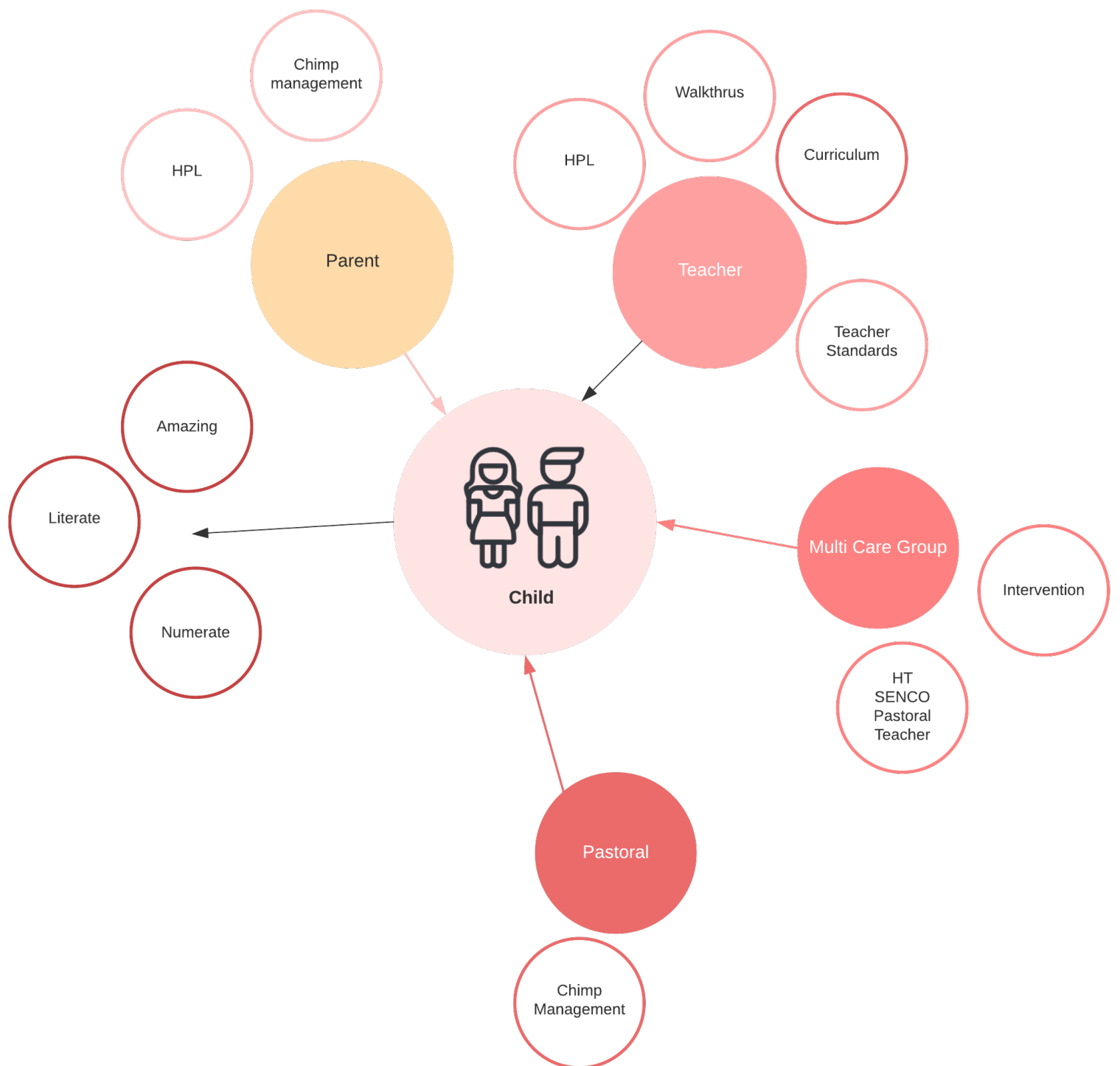
2022

World Class School Improvement

INSIDE OUT

Albany Learning Trust's purpose - our **why** - is to develop world class schools. We have codified **what** this will be through our *Route to World Class*. This document maps out **how** we will achieve world class school improvement.

When researching mature trusts' approach to school improvement, it was clear that they focussed on what the trust could do for the school. We believe that this outside in approach can only move a school so far. In order for a school to become world class, the improvement should be from the inside out.

Our improvement strategy is built round the children. It is focussed on supporting children to learn, become literate and develop the behaviours that will help them lead successful lives. Our strategy is broken into three layers; a layer visible to the child; a layer also visible to the school staff, mainly the teachers and a layer visible to the trust, but all have the children at the heart.

CHILD LEVEL - LEARNING

Chimp management

HPL

Parent

Walkthrus

HPL

Curriculum

Teacher

Teacher Standards

Amazing

Literate

Child

Numerate

Multi Care Group

Intervention

HT SENCO Pastoral Teacher

Pastoral

Chimp Management

Every **child** learns the skills and behaviours to be an amazing person and learner. Every child learns to be literate and numerate.

– Teachers teach, applying the teacher standards, using Rosenshine's principles, AfL and High Performance Learning (HPL).

Subject or team **leaders** ensure quality of curriculum for continuity and transition, and effective moderation of assessments. They provide support and mentor each teacher in their team.

Multi-care groups intervene if a child is underperforming. Half Termly Performance review meetings review attainment, behaviour, curriculum coverage and access, and are followed up with targeted, short term (1/2 term) and specific intervention. Impact is measured over the following half term, meaning a complete cycle is 100 days.

Pastoral staff support amazing behaviours.

Parents are taught how to support their child, using HPL and chimp paradox language and techniques so that their conversations complement those in school.

SCHOOL LEVEL - TEACHING
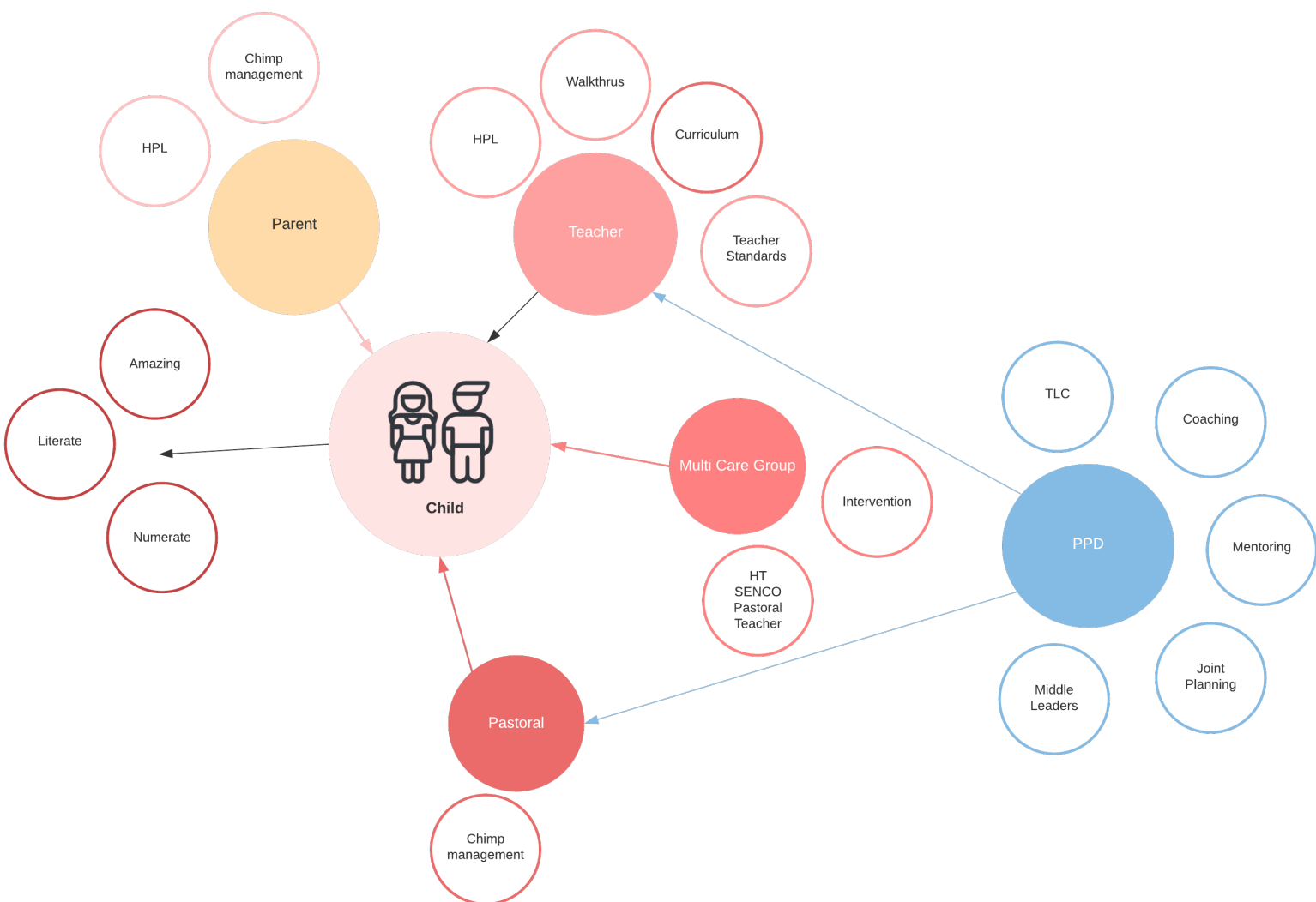
– Every **child** is taught by excellent teachers who are supported by world class professional development.

– **Teachers** teach, applying the science of how pupils learn; the teacher standards; using AfL, Rosenshine's principles and High Performance Learning (HPL). Teachers are supported in their teams by frequent curriculum planning -including 'all through' planning across phases - and through their Personal Professional Development (PPD) delivered by trained coaches and mentors and being part of a Teacher Learning Community (TLC).

Teachers are supported and coached through appraisal and lesson observations by middle **leaders** and especially their line manager.

Development of teaching will focus on, Rosenshine's principles, HPL, AfL, Feedback Pendulum, IT for accessibility and creativity, effective curriculum and the chimp paradox.

Teachers are supported by expert **team leaders** who can effectively support their team and have been trained as effective coaches. Expert mentors can be deployed whenever a staff member takes on a new role (eg NQT, new to school, new leader) or when a staff member needs support. As part of the trust, each teacher has access to another expert in their domain to support joint planning and is able to plan cross phase at least biannually.

THE LESSON

A lesson is a period of learning. Lessons may take any length of time and may be split over several days. To deliver each lesson effectively, teachers need to be expert in preparing *before the lesson*, teaching *during the lesson* and reviewing *after the lesson*. Support for these three elements is the focus of our training.

1 - Before the lesson
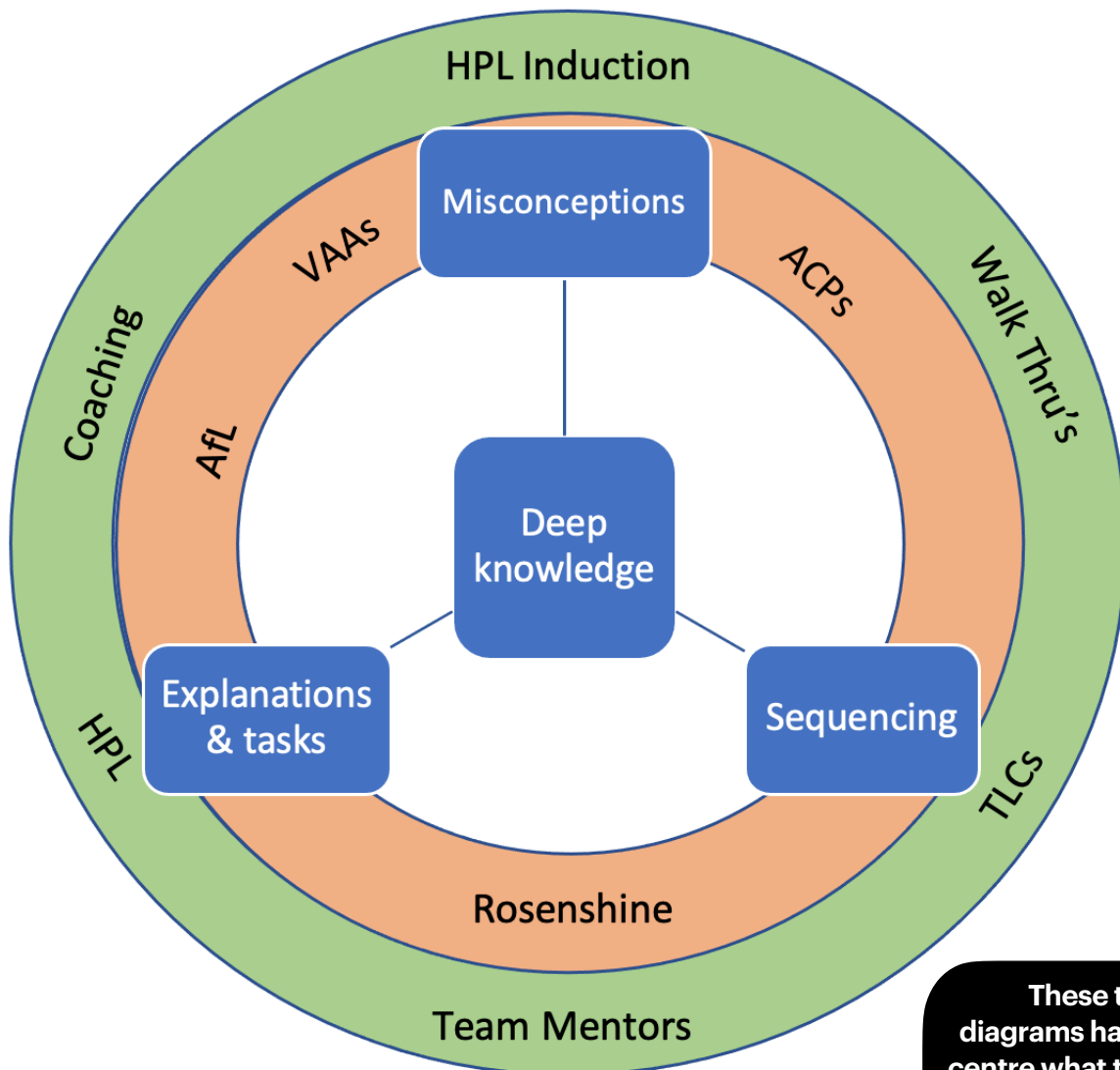
These three diagrams have at their centre what the teacher should be doing. The middle ring shows the underpinning evidence which should be included, and the outer (green) ring shows the sources of support and training.

Before the lesson the teacher will ensure they:

1. Have deep and fluent knowledge and flexible understanding of the content they are teaching.
2. Have knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas they are teaching.
3. Have knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/ examples for the ideas they are teaching.
4. Have knowledge of common student strategies, misconceptions and sticking points in relation to the content they are teaching

Taken from Great Teaching Toolkit

Support and development for teachers will be offered through our personal professional development network (PPD) which is organised across 3 phases based on experience. Support is ongoing for all teachers in each phase to enable them to succeed. Development is the training available to prepare teachers.

The three phases are organised into; Phase 1 for all new to subject or trust and early career teachers; Phase 2 for all teachers; Phase 3 is bespoke for individuals.

| Phase	Support	Development
1 – induction & Early Career Teacher	ECF Mentor	ECF
	Team Leader Mentor	
	Subject mentors offering 'All through' guidance	Subject specific courses from partner Teaching Hubs, English & maths hubs
2 – Enhancement	Team Leader Mentor	TLCs running in school and cross trust focussing on curriculum development and all through
	Subject mentors offering 'All through' guidance	Subject specific courses from partner Teaching Hubs, English & maths hubs
3 – Bespoke	Team Leader Mentor	
	Expert Mentor	

2 - During the lesson
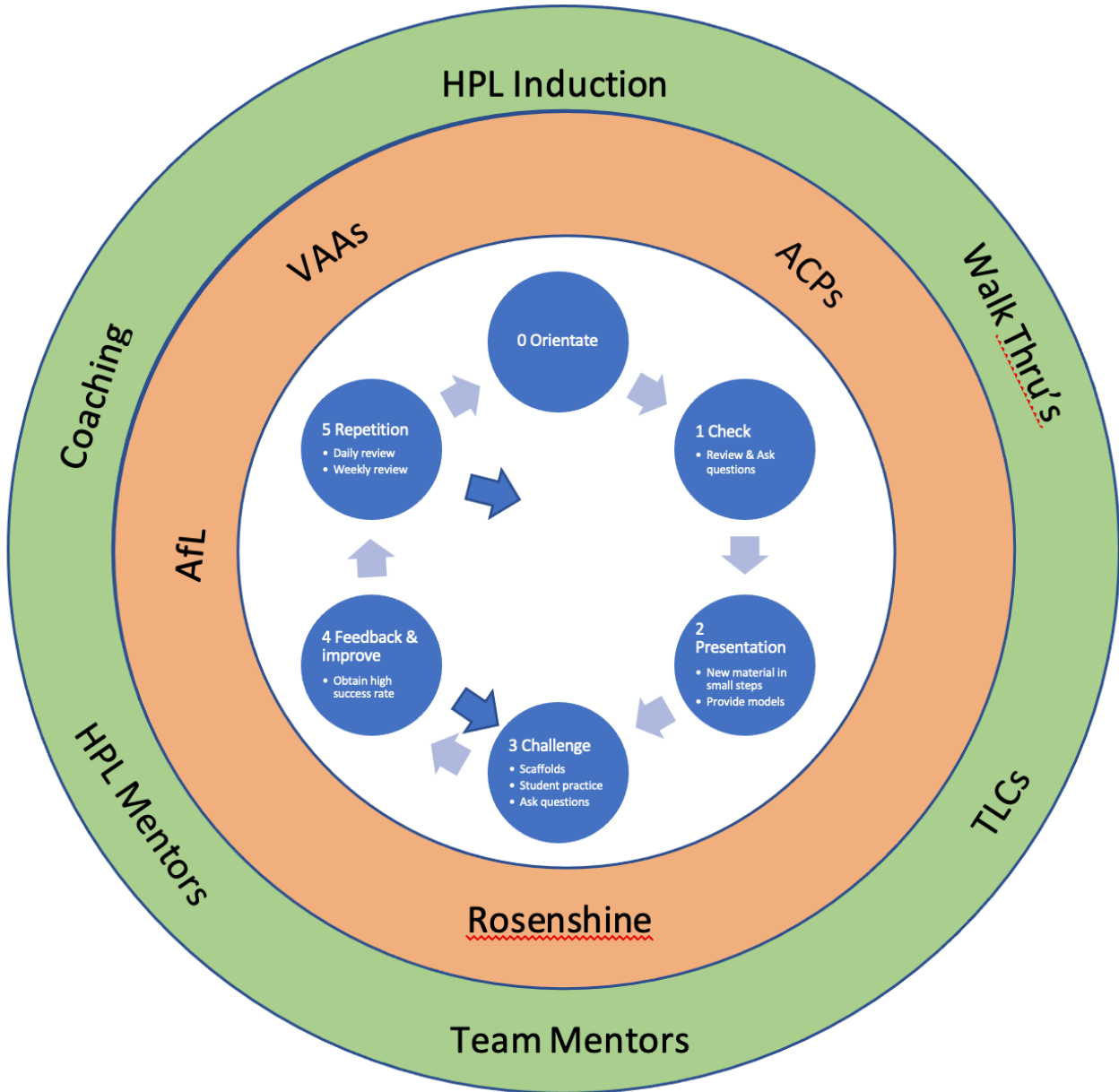
Excellent teachers follow the central cycle above, summarised by the evidence-based teaching network. First, they orientate, then review and present new information. This is followed by the challenge – feedback and finally repetition. Each of these steps uses principles of instruction identified as valid by Rosenshine.

The teaching cycle will also be underpinned by HPL VAAs and ACPs , the behaviours and thinking skills which are taught to students so they become high performance learners.

Each lesson will integrate the HPL behaviours and skills and Rosenshine principles of instruction, along with AfL to ensure effective teaching and learning.

Phase	Support	Development
1 – induction & Early Career Teacher	ECF Mentor	ECF
	Team Leader Mentor	HPL mentor cross trust
		HPL induction programme
		Walk thrus for teaching processes
2 – Enhancement	Team Leader Mentor	
	Subject or key stage teams meeting in school and cross trust regularly	TLCs running in school and cross trust focussing on HPL, Rosenshine, and AfL
	Walk thrus for teaching processes	
3 – Bespoke	Team Leader Mentor	
	Expert Mentor	

3 - After the lesson
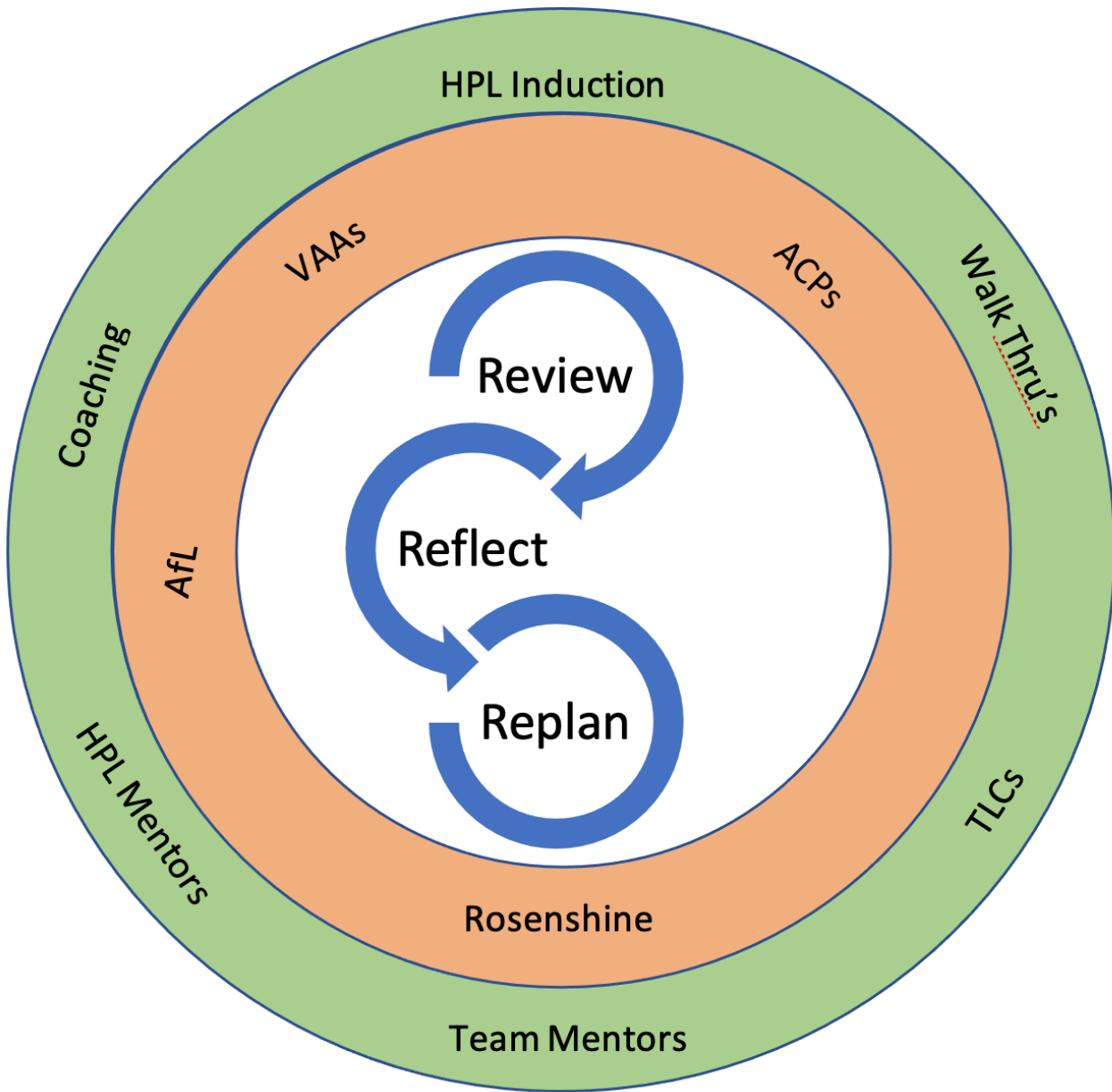
After the lesson the teacher will:

- **Review** how effectively children learned
    - Use formative assessment, compare with previous cohorts, discuss with subject experts
- **Reflect** on what they, the teacher, did and the effect it had on all the students and their performance
- **Replan** to improve students' performance now they know the children better

Phase	Support	Development
1 – induction & Early Career Teacher	ECF Mentor	ECF
	Team Leader Mentor	Subject or KS mentors offering guidance
2 – Enhancement	Team Leader Mentor	
	Subject or key stage teams meeting in school and cross trust regularly for joint planning	
3 – Bespoke	Team Leader Mentor	
	Expert Mentor	

LEADERSHIP

Leaders are instrumental in supporting the development of teachers. In fact, it is the most important part of their leadership role.

Team Leaders will be expert classroom teachers, trained mentors and trained experts in change management.

Leadership is focussed on the dimensions identified by V. Robinson, 2011; ensuring an orderly environment, resourcing strategically, establishing goals and expectations, ensuring quality teaching and by far the most important; leading teacher learning and development.

Leadership Capabilities

These dimensions have the biggest impact on pupil outcomes.

Support and development for leaders follows the same pattern to that of teachers, with the added phase of developing and supporting future leaders.

Phase	Support	Development
0 – Future leaders		SSAT Leadership Legacy, AAHT
1 – Induction	Peer Mentor	Mentor training; Basic Coach training; Leadership Induction Programme Leadership Matters
2 - Enhancement	Buddy Trust network Line manager	Coaching Cross trust working HPL leader
3 - Bespoke	Expert Mentor	NPQs

MULTI - CARE GROUP

The multi care group draws together the SEND, pastoral care, academic performance, and safeguarding experts to review the performance of each child. Where a child requires intervention because of behaviours or performance then evidence based, time limited interventions aimed at identifying and treating the cause rather than just symptoms will take place.

Membership will include: Headteacher, SENDCO, teacher, pastoral staff, attendance officer, safeguarding officer at half termly meetings.

Triggers of behaviour, attendance, curriculum coverage, HPL behaviours, engagement, mental health, safeguarding, parent request will be considered. Interventions will be based on student need - especially the underlying cause. They will be in addition to quality first teaching.
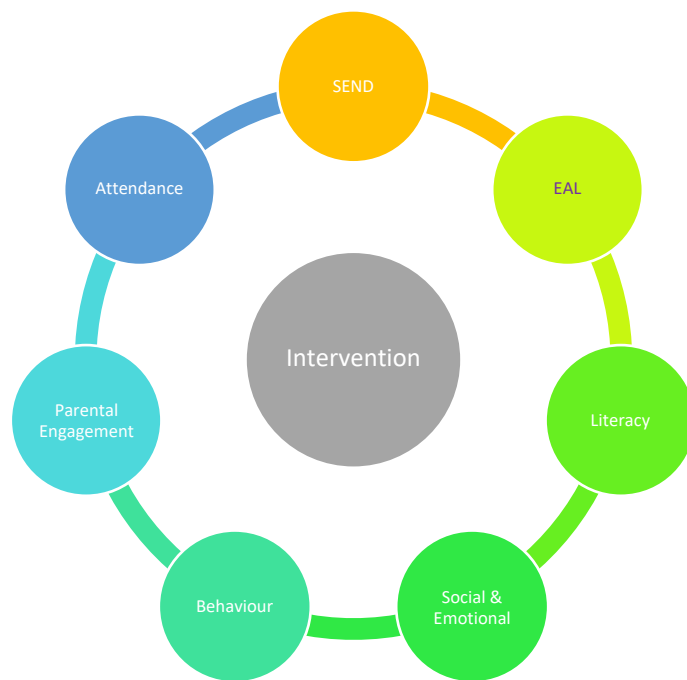
Reasons for interventions

Interventions will include: attendance, early helps; IDL, EHCP, IEP, IBP, TAF, CAF, provision mapping, Lego therapy, emotional freedom therapy, CBT. Outside agencies will be involved as necessary: CAMHs, S&L, GP, police, social services, AP, PRU, medical school, counselling.

PASTORAL CARE

Pastoral care focuses on attendance and the support for children to learn and use the Amazing People behaviours, based on the work of Steve Peters. Dedicated pastoral staff will lead on this inclusion agenda, working directly with parents, teachers and children.

The EEF recommendations for improving behaviour in school form the basis of our pastoral care approach.


These four proactive and one reactive strategies (all underpinned by consistency within a school) provide a clear structure for pastoral provision.

Support and development for staff in behaviour management follows the same pattern to that of teachers and leaders.

Phase	Support	Development
1 – Induction & Early career teachers		Chimp Management
	Behaviour Mentor	Walk thrus for behaviour & relationships
2 - Teachers & Tutors	Behaviour Mentor	Establish, maintain, restore
3 - Pastoral staff		Establish, maintain, restore Parental engagement strategies Anti-bullying strategies Targeted intervention strategies
3 - Bespoke	Team Leader Mentor	
	Expert Mentor	

TRUST LEVEL - CAPACITY
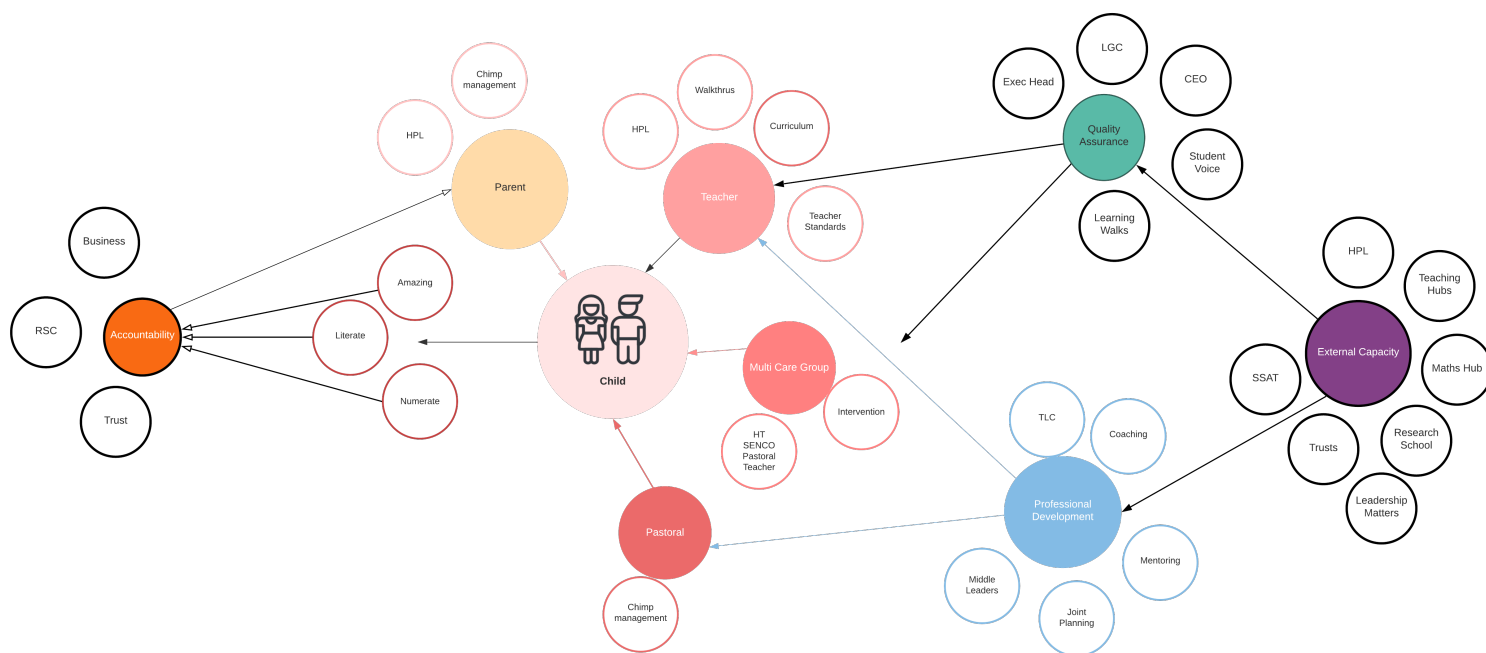
The trust adds capacity and rigour to the process of school improvement.

Quality assurance has the second biggest impact of leaders' actions; ensuring quality education. It is the role of senior leaders and governors to quality assure in schools.

Quality assurance is not simply an exercise in measuring quality, but of ensuring quality by providing feedback at every opportunity.

Trained senior staff will conduct regular and frequent learning walks and meetings with student panels. Summaries will be shared with relevant staff.

Half Termly 'book looks' carried out by teacher teams to help planning and assessment.

Student assessment data will be collected termly and used to inform the multi-care group interventions.

Annual surveys of parents and students will be used to evaluate impact of strategies and identify issues.

What	When	Who
Learning Walks	Monthly	SLT
Student meetings	Monthly	SLT
Book Looks	Half Termly	Teacher Teams
Assessment Data Collection	Termly	Teachers

It is the role of the trust to build capacity, provide support and ensure that the standards are met. The trust will achieve this through its wider network, focussing on providing external support where necessary, quality assurance and accountability.

External Support. The trust can facilitate support beyond the school. This support will focus on supporting teaching. Firstly, this will be from schools in the trust, ensuring all teachers have access to another expert in their domain and are a cross phase understanding. Standardisation and alignment of practice helps with this. The trust will systematically grow capacity by enabling staff to share and learn across the trust, utilising the steps in David Carter's 'Ideas Exchange'.

Links with other Trusts, Teaching school hubs, maths hubs, research school, SCITT, and our partners SSAT and HPL will provide access to expert support for teachers and leaders. As the trust grows, more external support can be provided from within the trust, which will allow greater flexibility and alignment with our values and norms.

Accountability. The trust is accountable for outcomes to several bodies, most obviously the children we serve and their parents, who have entrusted their children to our care.

The Trust Board, through a Termly performance summary will hold schools to account, alongside the RSC through the Annual Review Meeting with the CEO and Chair of the Trust. We will also hold ourselves to account based on community work with local businesses.

Capacity to improve is grown within the trust through teachers becoming highly effective and self-reflective; middle leaders becoming effective expert mentors; experienced teachers becoming effective coaches; senior leaders becoming effective Quality Assurers; trust leaders becoming effective capacity givers.

Current Internal Trust Capacity	External Capacity providers
Secondments eg AAHT	Teaching School hubs
Coaches	Maths Hub
Expert Mentors	NLG
PP reviewer	Governance Review
SEND reviewer	Financial Audit
LLE	Partners (HPL, CST, SSAT, Ambition Institute)

Alignment and standardisation increase capacity for professional development, because staff across the trust can share their expertise; Improves continuity and transition for children.

Autonomy	Alignment	Standardisation
Community engagement	Curriculum	HPL*
School level policies	Quality Assurance	Principles of teaching
	Professional Development	Assessment
	Teaching	Exam boards
	Safeguarding	IT systems
	Leadership behaviours	

Approach to autonomy; alignment; standardisation. Every time a new school joins the trust there will be a review of those areas that should be aligned and standardised. There is no assumption that the way it has been done, is the way it should be done.

SCHOOL IMPROVEMENT CYCLE

School improvement follows the cycle below. Focussing on the mission of the trust, school and team, and supporting the strategy, values and norms of the trust, the first stage is to explore the key areas that require improvement. At school level, this would be underpinned by the EEF school improvement practice.

Diagnosis and prioritisation should be quality assured by senior staff in the trust and trustees.

IMPLEMENTATION PROCESS BEGINS

Treat scale-up as a new implementation process

Identify a key priority that is amenable to change

Continually acknowledge, support and reward good implementation practices

Systematically explore programmes or practices to implement

Plan for sustaining and scaling the intervention from the outset

Examine the fit and feasibility with the school context

SUSTAIN   EXPLORE

STABLE USE OF APPROACH →

ADOPTION DECISION

DELIVER   PREPARE

Use implementation data to drive faithful adoption and intelligent adaption

Develop a clear, logical and well specified plan

NOT READY - ADAPT PLAN

Reinforce initial training with follow-on support within the school

Assess the readiness of the school to deliver the implementation plan

READY

Support staff and solve problems using a flexible leadership approach

Prepare practically, e.g. train staff, develop infrastructure

DELIVERY BEGINS

EEF Implementation Process

The strategies used in the four steps, will include:

- **Instructional Rounds**, to explore and identify key priorities.
- Expert **coaches** to support staff in delivery.
- **Teacher Learning Communities** and **Triads** to support delivery with peer to peer collaboration.

These strategies are taken from *Unleashing Greatness* by D Hopkins.

If a school is not yet effective in a key area, then the prioritisation will be; 1. Leadership, 2. Children's Behaviour, 3. Teaching, to ensure that the school becomes effective using capacity from the trust. The trust is responsible for providing capacity for delivery (see above). To aid quality assurance and support, every 100 days (bi-annually) progress in the implementation process will be reported to the trust board and any improvements are evaluated and reported.

CONCLUSION

Albany Learning Trust is seeking to create a world where every child is believed in; where every child is taught how to be a high performer; and where every school is world class.

This strategy places the emphasis on world class performance on the people in the schools and provides a framework for creating our student centred approach.

Routed firmly in robust evidence and collaboration, this strategy has the capacity to guide a school at any stage of improvement to become a high performing organisation.

This is not a 'silver bullet', or anything new, but it is about doing the right things well and continually getting better.

In the word's of Simon Sinek, "The goal is not to be perfect by the end, the goal is to be better today."

SOURCES

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http://www.profdavidhopkins.com/assets/docs/Unleashing%20Greatness.pdf

Robinson, V (2011) **Student-Centered Leadership**. Jossey-Bass Leadership Library in Education