

SAND Academies Trust

School Improvement Strategy

Building Inclusive Communities



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Opening statement and Context

Building Inclusive Communities

Opening Statement

SAND stands for Supporting Achievement and Nurturing Development.

Our Trust ethos keeps the pupils at the centre of all that we do, and our overarching aim is to ensure the best outcomes for pupils in education, care and life opportunities.

School improvement is the key to driving this. Developing school effectiveness is at the heart of the process of raising standards. It allows us to deliver education and care for children that is of the highest quality.

Our staff are our greatest asset and work relentlessly to achieve our aims. We believe that Continuing Professional Development (CPD) for staff is key to school improvement. This incorporates unlocking and nurturing talent and potential in staff and growing our future leaders. Investing in our staff skill set supports our pupil outcomes and drives school improvement.

An effective Academy Trust uses its school improvement strategy to ensure accountability, drive strategic thinking and deploy resources to improve outcomes for pupils. Our schools achieve levels of autonomy by achieving good outcomes for pupils and intervention by the Trust will be in inverse proportion to the monitored success of each school. This follows the principles and guidance set out in the Scheme of Delegation.



Overarching Ethos and Vision

Three Key Elements

Our commitment

We take our responsibility for the education, safety and wellbeing of children and young people very seriously and are committed to playing our part in developing a quality educational provision across Gloucestershire, and beyond.

Objective 1: To secure outstanding educational provision in all of our schools so that all of our children and young people are happy, cared for and want to learn, succeed and grow.

Schools
of choice

Objective 3: To maintain and develop our position as a secure and viable trust that creates a place where schools and communities can thrive, through which we positively impact upon the wider education system.

Trust of
choice

Objective 2: To further develop our offer to support and develop our staff and create an environment within which they feel valued and cared for.

Employer
of choice

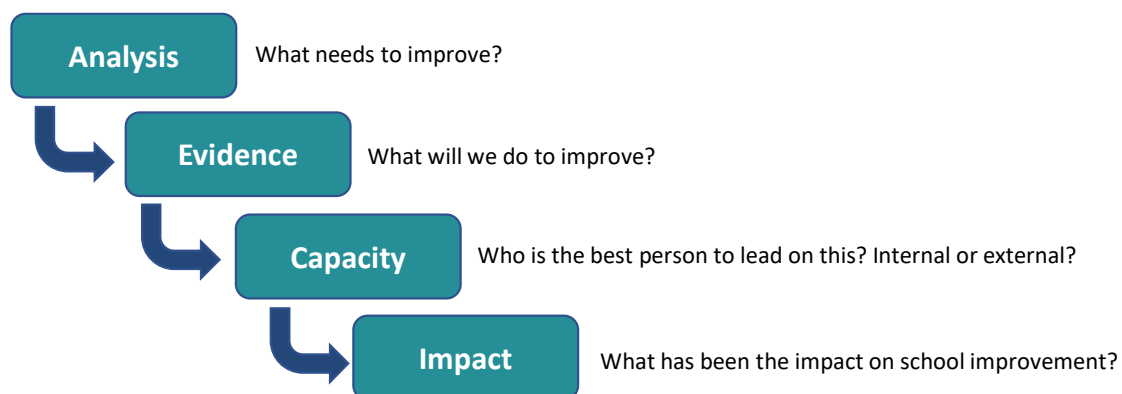
School Improvement Model

The cycle

Our School Improvement model enables incisive challenge, accountability and timely support for schools to ensure that all children within the Trust achieve the best possible outcomes and that Trust priorities are met. We have developed effective systems that inform the Trust Risk Register and ensure a rigorous approach to school improvement at all levels.

School improvement is a continuous journey to ensure that all pupils receive the best offer, and this requires a cycle and package of accountability and support that provides regular opportunities to reflect, monitor, review and mitigate throughout the academic year. Each school is individual in the support that it requires to continue to grow. We recognise using our school improvement cycle we can categorise the level of support a school requires we use a combination of school self-evaluation (SLT monitoring/SDP, SEF) and external review.

SAND AT School Improvement model is based on clear, systemised approaches to school improvement, incorporating **4 key questions**:



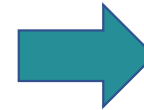
The premise of SAND AT Improvement Strategy is that each Headteacher takes ownership of their individual school, including monitoring, actioning intervention and evidencing impact. The headteachers share good practice and innovation and support each other as appropriate to ensure good practice and expertise are maximised across the Trust. The Local Advisory Board and Trust Board's Quality of Education committee will monitor school improvement.

If a school is presenting as high risk and in need of intervention, it receives a higher level of scrutiny and support; brokered and monitored closely by the Director of Education. Where appropriate a Trustee working party will be set up to support this process.

School Improvement Support

Level of support & school improvement interventions

Securely Good/ Outstanding	Visits from internal school improvement team 4 x external school improvement visits per year CPD support Discussions with LAB/Safeguarding team
Improving & upward trajectory	Visits from internal school improvement team 5 x external school improvement visits per year CPD support Discussions with LAB/Safeguarding team Director of Education reviews
Downward trend & some concerns	Visits from internal school improvement team 6 x external school improvement visits per year CPD support Discussions with LAB/Safeguarding team Director of Education reviews
Intervention	Visits from internal school improvement team 6+ x external school improvement visits per year CPD support Discussions with LAB/Safeguarding team Director of Education reviews Internal/external resources deployed Director of Education/Head discussion each month



Trust policy on school improvement is that our schools have at least one external school review per year.

The Trust Safeguarding Lead provides regular audit and assurance to our DSL network.

Attendance is also monitored by the Safeguarding Lead across all our schools as a specific focus.

Our School Improvement Offer

How we support our schools

- Tailored School Improvement support plans
- Leadership coaching and development
- CPD and training
- Curriculum and assessment support
- Safeguarding, Attendance and Behaviour support
- SEND and inclusion expertise
- Networking and best practice sharing
- Local Advisory Board support
- Robust OFSTED Preparation
- Inspection support



“As a result of a well-thought-out curriculum and high expectations, children get off to a flying start.”



“The school is at the heart of the community.”

Our School Improvement Offer

Monitoring and Accountability



Each school carries out a school improvement cycle which informs the School Development Plan. Evidence from this, headteacher reports to the Local Advisory Board (LAB), pupil progress data and EHCP outcome data will be used by the Director of Education and external SIPs to diagnose / analyse / identify areas for development, and to establish either the embedding of existing practice or the adoption of new interventions / initiatives.

The Director of Education and Quality of Education committee review each school's self-evaluation of the School Development Plan, SIP reports and SLT monitoring to ascertain the impact of school improvement. The length of the cycle will depend upon the particular needs of the school, proximity to Ofsted inspection and the nature of the school improvement.



The process provides evidence of, and a starting point for, further school improvement, and will enable the Director of Education to identify commonalities across all of the schools.

A school review will also be used to determine which member of Trust-wide staff, or external consultant, has the appropriate skill-set, knowledge and experience to support a particular aspect of school improvement.

Our School Improvement Offer

External Scrutiny and School Improvement Advisors

- School Improvement Partner (SIP) consultants are commissioned at each school to support and monitor school improvement.
- Where possible, all SIPs are trained Ofsted inspectors, or have expertise in identified areas. They challenge and support the school senior leadership teams in their self-evaluations and reflections of their school and provide perspective on improvement strategies that have been successful or that are at risk of not having the desired impact. SIP reviews take place following a timetabled schedule; however, additional reviews can be commissioned via the Director of Education.
- The SIP conducts a "stock-take" meeting with each school, assesses a school's overall level of risk, defines specific areas for support, deploys resources for support and produces an action plan accordingly.
- The SIPs make a formal assessment against the OFSTED key areas (the quality of education, behaviour and attitudes, personal development, leadership and management) in order to verify the school's self-evaluation. This triangulation provides confidence for the Trust Board that the approaches and strategies adopted by the schools are effective and fit for purpose.
- The visit focus will be based on the lines of enquiry decided on by both the school leadership team and the SIP and in liaison with the Director of Education if a school is at risk. Visit reports are shared with the Local Advisory Board and Trustees on the Quality of Education Committee. All reports have action plans that the progress of school improvement can be measured against. The impact of actions on teaching and learning and pupil outcomes is monitored by the SLT, the LAB and the Quality of Education Trustee committee.



School Improvement Strategy

System generosity, Outreach and enrichment

At the heart of our School Improvement Strategy is a commitment to working in partnership with our schools to promote and secure:

- Outstanding pupil progress and achievement.
- High-quality teaching and learning in every classroom.
- Strong leadership and governance in all schools.
- Safe, supportive, and inclusive environments.
- Financial sustainability and value for money.
- Access to high-quality CPD for sustained improvement and career progression.

The Trust School Improvement team works alongside external School Improvement partners and educational consultants to support schools to make rapid and sustained progress to achieve the best pupil outcomes.

We recognise the uniqueness of each school while providing mutual challenge and support to foster excellence.

We encourage collaboration and partnership among school leaders, partnership groups and specialist staff to share expertise, skills and talent to benefit all schools to drive improvement.



Building Inclusive Communities: Our Commitment to Inclusion

System generosity, Outreach and enrichment

Inclusion in our schools

- High-quality teaching and adaptive learning
- Targeted support, personalised learning/interventions for SEND, EAL, & disadvantaged pupils
- Inclusive classrooms and calm, structured learning spaces
- Three resource bases, two at our mainstream schools.
- Behaviour and wellbeing support
- Family and community engagement
- Transitions and future readiness

Supporting inclusion beyond our schools

- Outreach support to local schools
- Enrichment opportunities
- CPD and training
- Wide range of training for the community
- Specialist SEND training at Gloucestershire University for all routes into teaching
- ECT cluster support for complex pupils in mainstream schools
- Tailored guidance for teachers new to SPMLD across the South-West and beyond
- Driving system-wide improvement
- Active participation on two local teaching school boards
- Sharing best practice to enhance inclusive education across schools



"I just wanted to give you an update on the progress that LC has been making since your visit. He's really responded well to the photos and is beginning to do some of the tasks. This is obviously great news, but I wondered if I could lean on your support for the next stage

Our School Improvement Team

Continuing Professional Development



Commitment to staff development:

- Invest in staff to ensure updated skills, knowledge, and best practices, driving high-quality education and outcomes for pupils.

Wide-ranging CPD programme:

- Covers both mainstream and special schools, as well as parents, stakeholders and the wider educational community.
- Includes pedagogy, leadership, inclusion, SEN best practices, Safeguarding, and mental health.

Leadership development:

- Identify and develop leadership potential through succession planning and talent management, from learning partners to headteachers.

Role in Initial Teacher Training & ECTs:

- Active involvement in teacher training and early career teacher support in county

Impact on Gloucestershire education:

- Strong voice in shaping the future of education in the county.
- Collaborative approach to improving outcomes for all students.



**Supporting Achievement and
Nurturing Development**

SAND
ACADEMIES TRUST



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