

Our successful approach...

School improvement is at the heart of our Trust – we want to make a **positive difference to the lives of our children** by making their schools the best that they can be. As such, we have a dedicated **centralised school improvement team** – aligned with collegiate and **network led school improvement** – creating genuine **system leadership** across our schools.

Sharing our **5 values** of aspiration, inclusion, service, culture and being ethical, at all levels, ensures a seamless approach – which is proportionately **supportive and challenging** – but most of all **'personalised'** to the needs of the school and its staff.

Our central team...

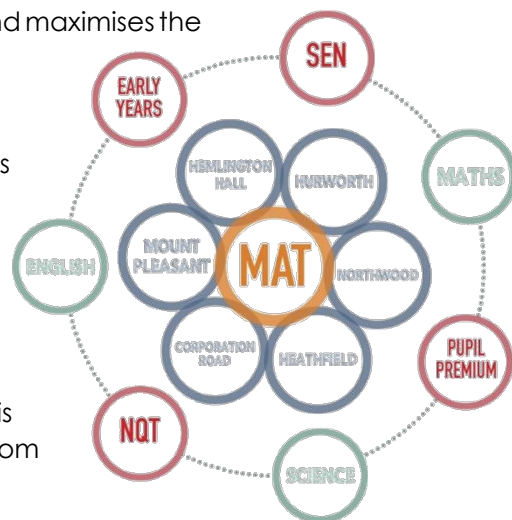
Our centralised School Improvement team consists of our CEO, Deputy CEO (with responsibility for school improvement) and our School Improvement Lead – all are executive headteachers across our Trust.

All of the team have a wealth of experience in headship in a variety of settings – and have worked across many types of school between them. The CEO is an experienced leadership coach, programme designer and quality assurer for NPQ programmes across the country. The deputy CEO is an experienced executive headteacher, who has secured outstanding leadership and management judgements and provided support to schools, other than her own, in order to improve them rapidly. The school improvement lead is a practicing OFSTED inspector – inspecting across the North East region.

New for 2018 is the introduction of **Trust wide English and mathematics leads** – with the remit to raise standards and share best practice across all of our schools and successfully drive their respective networks. A key point of contact for leaders and teachers across our Trust.

Network Leadership...

A key feature of being part of our Trust family is our strong and successful network approach. Subject and specific networks drive conversation, best practice and the sharing of expertise – leading to genuine improvement across our schools. A team approach lightens the load and maximises the impact of a 'lone leader' – making appropriate consistencies across the Trust that come from a truly 'bottom up' approach. A system of continuous improvement that is simultaneously bottom up, top-down and sideways.



'Head to Head' Support...

All of our headteachers are committed to making a positive impact on children beyond their own settings – and across our family of schools. As such, for 2018-19, all headteachers have chosen an area of additional responsibility – to lead, develop and promote across the Trust.

Examples include: Curriculum Leadership, Middle Leader Development, Outdoor Education, Pupil Premium and Greater Depth in Mathematics.



Aspiration



Inclusion



Service



Culture



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Our School Improvement 'Core Offer' to all of our schools...

<p>Regular visits from the central school improvement team</p>	<ul style="list-style-type: none"> ☞ These focussed visits are at least termly, and focus upon aspects of school life which are 'live' issues for schools. For example, recent school visits have focused upon the curriculum – ensuring schools are fully aware of the emerging demands placed on schools for a fully broad and balanced curriculum – and how it could be assessed. ☞ These visits are not inspections – they are an opportunity for schools to showcase their work, design their own ongoing support requirements and have robust professional discussion and challenge around areas on the agenda.
<p>Clear reporting and action planning for schools</p>	<ul style="list-style-type: none"> ☞ Visits to schools by the school improvement team always result in a 'Record of Visit' which details agreed actions to be completed and strengths of the visit. ☞ Each year, a full 'Position Statement' is created for each school – in partnership with each school. These statements outline schools' strengths, areas for improvement and clear actions for the Trust and school. These statements clearly highlight our shared assessment of overall school performance. ☞ Schools due an inspection also receive a 'Trust Inspection Report', which summarises records of visits and specific work around key lines of enquiry formulated by the school, trust and data consultant. Our schools are confident when faced with an inspection.
<p>Annual IDSR/ ASP Review</p>	<ul style="list-style-type: none"> ☞ Our school improvement lead takes leaders and governors through the annual release of IDSR / ASP in order to ensure that schools are clear which areas should be school priorities – and which are statistically significant strengths and areas to improve. ☞ A written 'simplified' review of the published data is produced for all schools.
<p>Specific Issue Support</p>	<ul style="list-style-type: none"> ☞ Issues identified in the termly visits may require subsequent support from the school improvement team, Network Leads, or other staff within the Trust - for example work on improving attendance, working with middle leaders to maximise their impact, effective work scrutiny, Early Years support or improving the quality of teaching. Schools rarely feel the need to pay for additional external support. ☞ The CEO regularly coaches leaders through specific school issues, through bespoke 1:1 sessions.
<p>School Documentation Support</p>	<ul style="list-style-type: none"> ☞ As a 'sharing Trust' we aim to provide schools with best practice examples, templates and systems to ensure that schools are using their time effectively and with impact. Trust documentation includes a myriad of policies, shared templates - for such things as school SEF, School Development Planning and safeguarding records to name a few.
<p>Information—as it happens</p>	<ul style="list-style-type: none"> ☞ Our schools are 'in the know', with a centralised team with its finger on the pulse for our schools. ☞ Fortnightly 'Executive Leadership Meetings' for heads ensures that key messages from OFSTED or the DFE are communicated clearly – and quickly. ☞ A regular - and time saving - school improvement update – 'The Lingfield Lowdown' showcases best practice, links to articles, blogs and websites which the school improvement team identify as useful messages.
<p>Data Consultant Partnership</p>	<ul style="list-style-type: none"> ☞ The Trust employs an external 'Data Consultant' to support schools with internal tracking, analysis of statutory outcomes and attendance. ☞ Routinely, he attends the team meeting on the evening prior to inspection – to identify key trails and support school's preparation.
<p>No 'Mocksteds'</p>	<ul style="list-style-type: none"> ☞ As a Trust, we do not believe in 'Mocksteds'. We will support any areas of school improvement, with specific foci, but do not believe in this stressful broad brush approach.
<p>A School Visits Culture</p>	<ul style="list-style-type: none"> ☞ Our schools are 'sharing schools'. Teachers can observe each other across our family of schools in order to develop their practice – whilst heads take part in a planned school visits programme. Deputy heads have the chance to undertake a placement in a Trust school to widen their knowledge.
<p>Website Audit</p>	<ul style="list-style-type: none"> ☞ School websites are audited annually against DFE requirements – with clear action plans produced for schools to achieve best practice.



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Attendance at Trust Wide Networks & the opportunity for leaders to lead Networks

- 🌀 Our networks drive practice improvement from the bottom up – with high quality training, sharing and moderation sessions. Many resources and Trust policies started life within our networks, such as our mathematics and writing exemplification materials, and our Early Years Curriculum documentation. Established and successful networks include:
 - English and mathematics (all teachers attend year group training and moderation each term)
 - English and Maths leadership
 - SENCo Network
 - Pupil Premium Network
 - Early Years Network
 - NQT Network – half termly training sessions with the Trust School Improvement Lead and leading teachers across the trust
 - Curriculum leadership

Confident Safeguarding

- 🌀 All of our schools subscribe to the consultancy firm 'Safeguarding First' – ensuring training is readily available at all levels and in line with current thinking.
- 🌀 Schools within Darlington are expected to undertake an annual Local Authority safeguarding audit - aligned to LSCB procedures.
- 🌀 Schools from other Local Authorities benefit from 'in house' safeguarding audits to ensure compliance with the changing world of safeguarding.

Governance Training

- 🌀 Both the School Improvement Lead and Governance Manager provide a thorough training programme for governors, in order for them to realise their potential and maximise impact.

Moderation

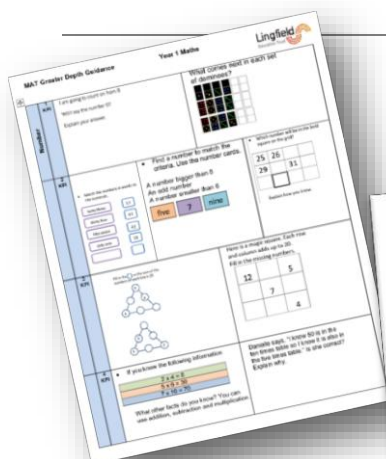
- 🌀 The Trust has staff with expertise in external moderation at all levels.
- 🌀 All reception on-entry judgements are moderated by the Trust Early Years Lead to ensure evidence is clear regarding children's starting points in each of our schools.
- 🌀 Each year group regularly moderates with year group colleagues across the Trust.
- 🌀 The Trust provides additional support to schools being externally moderated, where schools come together to share standards, tips and knowledge of the process with less confident staff.

OFSTED Confidence

- 🌀 Once a school receives an OFSTED call, schools within the Trust benefit from immediate support from representation from the School Improvement Team to add capacity to the 'night before' preparations – as well as a visit from the Data Consultant to support schools in presenting tracking data, attendance and published outcomes.
- 🌀 A member of the Trust School Improvement Team will meet inspectors as part of the inspection, and be on hand throughout the day, if required.

Annual Trust conferences

- 🌀 An annual PD day where all schools and staff in the Trust come together to share, learn and be part of the wider family of schools.
- 🌀 An annual Leadership Conference - where school leaders – from within and outside of our Trust, investigate Leadership themes together.



Examples of work from the Trust Network Groups:

Year 1 Maths Greater Depth Exemplification and the 'Trust Ready' Early Years Curriculum.



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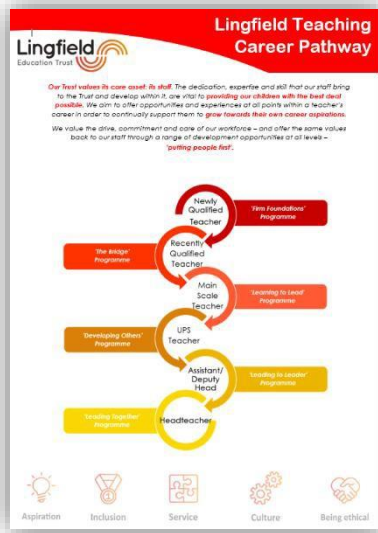


Being ethical

Additional Support and Capacity...for those who need it...

Some schools, particularly those who are sponsored, not yet rated by OFSTED as 'good', or are undergoing challenging times benefit from additional support from the Trust.

Schools who require this additional support take part in regular (typically fortnightly) 'Securing Improvement Meetings'. These meetings aim to support and challenge the school to improve, quickly. It is an opportunity for the Trust Senior leadership team to celebrate successes, challenge slow progress and design and broker support from across the Trust and School Improvement Team to support schools with co-designed methods.



A Trust Wide Staff Development Programme...

Central to successful schools are motivated, skilled and committed teachers and support staff. Our 'Teaching Career Pathway' aims to clearly set out why we are the employer of choice – and closely align the development of the Trust, with the development of our most valuable asset: our staff. The Trust is committed to the development of NQTs, with a named lead from the Trust SLT taking responsibility for their first steps into the profession.

Strong HR Support...

Heads and leaders can be confident that there is always a helping hand regarding HR processes and support. A capable team guides leaders through processes, policies and procedures to ensure that our values are lived in every aspect of our work.

Associate Membership...

Often, schools approach the Trust to access our high quality school improvement work. This is always a conversation which we are willing to have – with bespoke packages available on request. Associate membership is typically time limited, with the hope being that schools join our family in the longer term – adding their own strengths and experiences to the Trust to make it even stronger.

- A Trust School Improvement Lead being a school's School Improvement Partner
- Attendance at network leadership events
- Specific 'task and finish' pieces of work – such as developing a school's approach to the curriculum, website auditing, OFSTED confidence work or leadership coaching

Schools that are interested in joining the Trust will be afforded any experiences they deem useful in making a decision, such as joining an Executive Leadership Team meeting, speaking with current heads, visiting our schools, or meeting with representatives of one of our Local Governing Bodies.

“You can do what I cannot do. I can do what you cannot do. Together, we can do great things.”
Mother Theresa

Lingfield Lowdown
School Improvement Update 6: 04.06.18

Welcome to the latest 'Lingfield Lowdown' – a regular update service, which we hope you find useful in school. It aims to provide a quick update on latest education news, resources and leadership information from a range of sources, including social media.

Top Tweets... Bold Beginnings Runnies on...

Not all the great 'Trust Ready' early Years. Curriculum is seeking completion - and should be out to schools in the next couple of weeks!

KS2 SATs – a Year 6 thing, right?

If anyone ever needed evidence to show that SATs are not just the responsibility of the Year 6 teacher, see the table below... In 2017, 2018 and 2019, 100% of our Year 6 pupils achieved the expected standard of a scaled score of 100. If they achieved anything from 70-95 on this year's 2018 KS2 maths SAT papers, they would achieve 53%.

Year group	2016	2017	2018
3	16%	7% (-9%)	9% (-2%)
4	14%	26% (+12%)	18% (-8%)
5	27%	25% (-2%)	28% (+3%)
6	43%	41% (-2%)	47% (+6%)

Here are the links to the most recent papers, released during the holidays...
2018 Key Stage 2 and Key Stage 1 SATs papers and mark schemes
For more, see Scoreboard Connect!

Here is also a useful overview in relation to who and who is not included in your published KS2 results... (e.g. children disabled, teacher assessed, absent/term, new to country etc...) [KS2 Measures](#)

The regular 'Lingfield Lowdown' School Improvement Update.



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