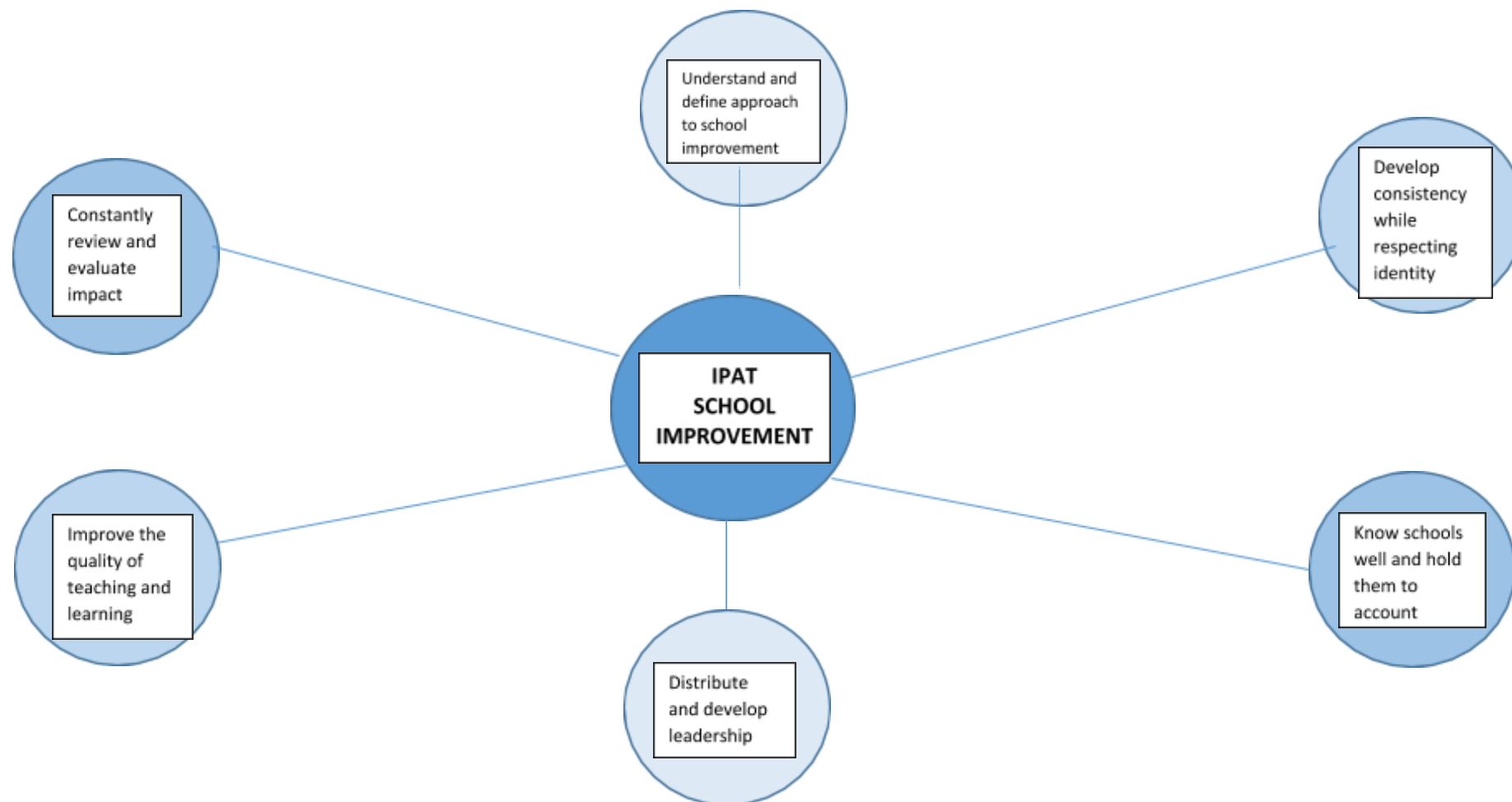
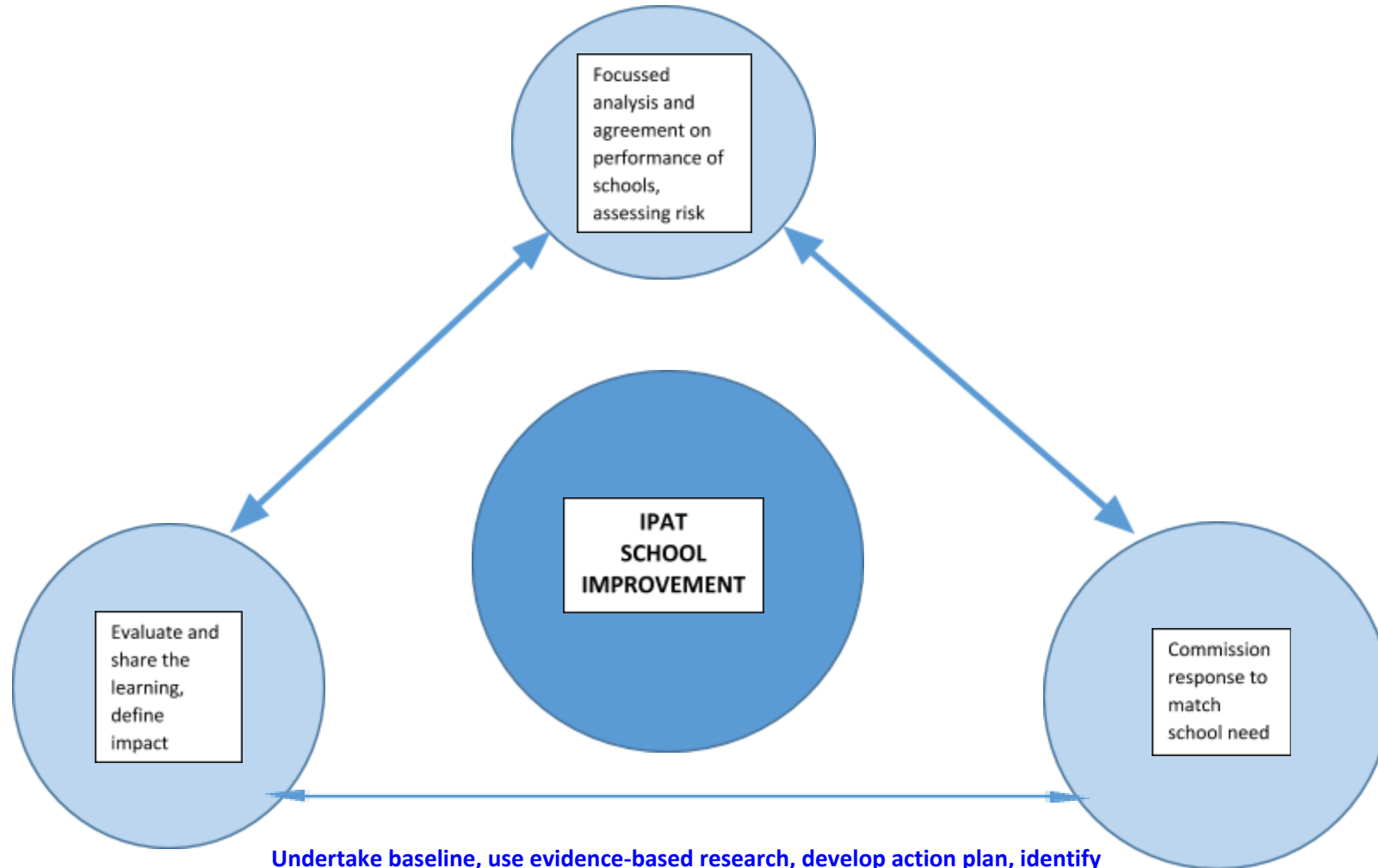


INSPIRING PRIMARIES ACADEMY TRUST

SCHOOL IMPROVEMENT MODEL

- ❑ We start from the premise that all schools should be capacity givers and receivers and we have high expectations of all.
- ❑ Our school improvement model recognises the different intervention needed at different stages of improvement that a school undertakes.
- ❑ There are core groups for leadership, business management, premises management and governance.
- ❑ Joint pedagogical groups meet at least 3 times per year – English, maths, science, computing, SEND, Early Years, RE & collective worship, music, Communication Champions and ELSAs.
- ❑ We have rigorous and responsive accountability systems which include regular school improvement meetings, peer challenge reviews by teams made up of senior and middle leaders from across the trust and both formative and summative assessment systems.
- ❑ We recognise and nurture talent, aiming to create a professional journey and to plan for the succession of key roles.





Undertake baseline, use evidence-based research, develop action plan, identify talent, allocate SLEs/IPLEs to support, review impact of support....spread what works well

STABILISE...REPAIR...IMPROVE...SUSTAIN

Trust Leader undertakes risk and quality assurance visit each half term and leads peer reviews. Our system leaders provide individual or team support for schools within the remit of their designated roles (1xNLG, 1xNLE, 5xSLEs, 5xIPLEs). Priorities are agreed with the Trust and School leader and impact reported on.