Horizon Academy Trust

Where anything is possible

School Improvement Strategy

2019 - 2020

Introduction

We believe that school improvement is strongest when schools work together. The multi-academy trust structure involves a much deeper, longer-term commitment to schools, children and communities. This is driven by a moral purpose and by a desire to enable social mobility. It is built on an honest, challenging and open culture, partnership working and shared determination for success in every school. This school improvement strategy sets out how Horizon will work with all academies in the trust to achieve improving outcomes for all of our pupils, regardless of an academy's current Ofsted judgement and/or performance. We see school improvement as integral to the success of the Trust and at Horizon it is within our power to make this difference. We firmly believe that it is a responsibility we must live up to. This expectation is underpinned by our vision:

'Where Anything is Possible'

The core values that underpin our vision have been drawn from across the breadth of the Trust. They are:

To ensure that every child is taught in a safe and secure environment where they can learn without worry or fear; where they can learn resilience and emotional intelligence; where they can learn to be aspirational and where they can develop to their full potential, being socially and emotionally prepared to be productive members of society.

To put children at the heart of a broad and rich curriculum that is engaging and challenging, ensuring it is fit for all learners, nurturing curiosity and a love of learning and preparing them for life in modern Britain.

To remove barriers to achievement, through a no-excuses culture, deploying resources effectively and using the latest research in all that we do, to ensure that all of our schools are good or better.

To work in partnership with parents and with carers and to be active in the local community in order to help and support all of our children to achieve.

To support and challenge each other to be the best that we can be; to value everyone and to work together with a collective commitment to create opportunities, sharing best practice for continuous improvement.

Our School Improvement Model

At Horizon, the school improvement model is based on the latest research and it follows the self-improving network approach. This is where our schools share expertise and use peer to peer support to deliver school improvement where it is needed. This can take the form of both a directed response from the centre (centralised support), a more collaborative approach (school to school), a combination of both approaches and ultimately through earned autonomy. A school's improvement journey consists of four phases and a school may move between these phases, depending on the quality of provision over time:

Phase 1: Stabilisation

- Usually a seriously underperforming or 'inadequate' school. The need is for rescue or recovery: rapid control, arrest of decline, assessment of priorities, firm action, critical decisions and modelling what is needed. It needs calm and reassuring leadership, an ability to focus on urgent priorities, giving team members the right jobs and ensuring that leaders are highly visible.

Phase 2: Repair

- Usually a school that requires improvement to be judged 'good.' Such a school requires reinforcement: building capacity, harnessing good practice and improving that which is not, developing and empowering staff, ensuring consistency, raising aspirations and designing and implementing a strategy for creating a school that is good or better. It needs to secure early improvements, build a medium-term plan and visible leadership starting to focus on quality assurance.

Phase 3: Improvement

- Getting a 'Good' school to 'Outstanding.' The task involves refinement: ensuring that all teaching and learning is good and that an increasing proportion is outstanding; refining monitoring and evaluation, ensuring that the needs of every pupil are met, growing leaders and reducing achievement gaps and maximising progress and outcomes.

Phase 4: Sustaining

- Sustaining excellence. This requires attention to renewal: not simply sustaining outstanding practice but building on it, innovating, fine tuning and spreading the school's influence more widely. It needs to secure excellence, lead collaboration and have a long-term plan.
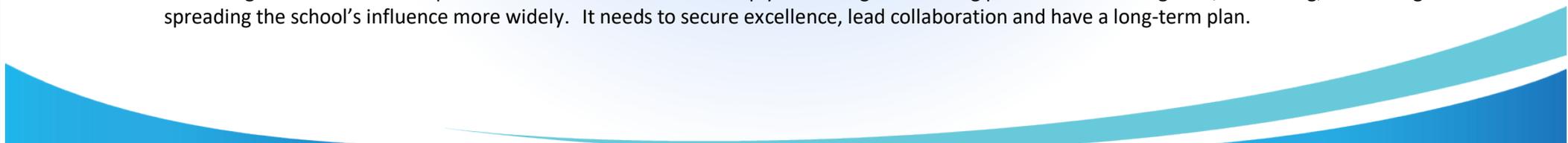
Basic Entitlement

Every academy in Horizon has its own self-evaluation and academy improvement plan, which provides detailed information including its profile and the improvement priorities that are moving the academy forward. To help academies fully achieve their priorities, as a basic entitlement all academies will receive:

Basic Entitlement	Who	Time
• Annual review	Trust improvement lead, External NLE, SLE	1 x NLE day 1 x External NLE day 1 x SLE day
• Follow-up visits each term	Trust improvement lead	1 x NLE day
• Headteacher performance management	CEO	0.5 x CEO day
• Annual safeguarding review (including e-safety)	External NLE, Safeguarding officers, E-safety lead practitioner	0.5 x External NLE day 1 x SLE day
• Annual pupil premium review	External NLE	1 x External NLE day
• Review of governance	External NLE	0.5 x External NLE day
• Website compliance review	External NLE	0.5 x External NLE day

Further Entitlement (Above the Basic Entitlement)

In addition to the basic entitlement, each academy will receive further support, depending upon which of the phases of improvement that it currently falls under (see above):

Category	Additional Support
Phase 1 Stabilisation	Basic entitlement + 12 x Trust improvement lead/External NLE days; 12 x SLE days
Phase 2 Repair	Basic entitlement + 2 x Trust improvement lead/External NLE days; 4 x SLE days
Phase 3 Improvement or Phase 4 Sustaining	Basic entitlement

Monitoring, Support and Challenge

Horizon's approach is to focus on supporting school leaders' self-evaluations so that they can lead their schools effectively. School accountability needs to be simple and supportive. Headteachers need complete clarity on the way the school system works, the distinct role that everyone plays within it and the support available to them. Therefore:

- The annual review will consider how an academy is performing against all Ofsted judgement areas. This will identify areas for improvement and determine if further support from the improvement team is required or whether an academy has the capacity to address areas for improvement.
- The Trust improvement lead will, each term, check on progress towards the areas for improvement identified in an academy review, and/or priorities from the academy's development plan.
- The annual safeguarding audit will be a peer review undertaken by experienced safeguarding officers in the Trust, alongside the External NLE. The audit will focus on procedures, compliance to statutory requirements, and the safeguarding culture, values and ethos in each academy.
- Headteacher performance management will be carried out by the CEO. Local governing bodies will hold individual head teachers to account, with the support of the CEO. The CEO will report on the outcomes of head teachers' performance management to trustees annually.

The Use of Data

Performance data is used to raise questions and is not used in isolation to pass judgement about a school's performance. Data needs context to be of true value. This applies at a school-level and at a trust-level. Schools need to be aware of how individual children and young people are performing and the overall attainment and progress of groups and cohorts, including comparisons to individual pupil targets and national benchmarks. Trusts need to have access to *headline* formative and summative data so that they know whether schools are on track to meet school targets and national benchmarks, what standards looks like for all schools within the Trust combined, and strengths and areas for development within each.

Our Trust Improvement Team

Biggin Hill	Cavendish	Cleeve	Gillshill	Spring Cottage	Thanet
Michael Dodd (NLE)	Joanne Rozenbroek (SLE and Basic Skills Assessor)	Michael Dodd (NLE)	Susan Brummitt (NLE and Basic Skills Assessor)	Andy Rhodes (NLE)	Julie Shortman (SLE literacy)
Sara Burns (SLE literacy)	Jo Davis (numeracy Lead Practitioner)	David Fisher (SLE and Trust Lead for Numeracy)	Christine Dawson (SLE SEND and Learning and Teaching)	Gareth Troake (SLE numeracy and Trust Lead for assessment)	Jo de-Vries (School Effectiveness Advisor)
Emma Newlove (SLE and Trust Lead for EYFS)				Elena Luscombe (SLE and Trust Lead for literacy)	
Michelle Wilson (Trust Lead for Safeguarding)		Rebecca Whitton (SLE literacy)	Emily Cooper (SLE Learning and Teaching)		
Lindsay Emerson (Curriculum and Most Able Lead Practitioner)		Chris Bushell (SLE governance)		Fran Taylor (SLE literacy)	
Ruth Dale (Personal Development and Wellbeing Lead Practitioner)			Rebecca Robinson (Maths Mastery Lead Practitioner)	Sarah Whiteley (SLE School Business Management)	
Teresa Knight (ICT, Online safety and GDPR Lead Practitioner)		Emma Newlove (SLE EYFS)		Hannah Chamberlain – (SEND Lead Practitioner and SEND reviewer)	
		Teresa Knight (ICT, Online safety and GDPR Lead Practitioner)			