



Vision:

OWLS Academy Trust is committed to the core values of excellence, equity and effectiveness...

Promoting high levels of engagement, aspiration, achievement and enterprise across all of our schools.

SCHOOL IMPROVEMENT STRATEGY

Overview

In line with National Policy and the Vision of the OWLS Academy Trust this strategy identifies how it will work with individual schools and the collective group of schools within the Trust to ensure that every school in the OWLS Academy Trust is at least a good school and, if not already an outstanding school, aspires to become outstanding.

At the heart of our school improvement strategy is a commitment to facilitate partnership working between all OWLS schools, encouraging each to become self-evaluating and outward looking. We will support and challenge all OWLS schools to become self-improving schools, committed to a school-led system, in order to promote and secure:

- At least good levels of achievement for all children with many children achieving outstanding outcomes
- High quality teaching for all children
- An effective curriculum that is matched to the needs of our children in every school
- Removal of barriers to learning so that all children are enabled to achieve
- Effective leadership at all levels in all levels
- Access to high quality and targeted professional development for staff at all levels, enabling sustained and continual improvement
- The nurture of professional talent in all spheres of school related work, supporting the development of a talented workforce in line with future succession planning needs of the Trust
- Expectations of and opportunities for the identification and dissemination of effective practice and engagement in school, inter-school, local, national and international research and development opportunities
- High quality ITT training in order to develop a consistent and highly skilled supply of future teachers and leaders
- Safe schools with fair access to learning
- A wellbeing provision to meet the needs of all learners
- Affordability and value for money

Our Vision for Education Improvement

A Vision for learning in the OWLS Academy Trust

“Learning will develop the natural curiosity of children to explore and discover their world. All children will have access to learning opportunities matched to their needs. OWLS schools will raise the aspirations of all pupils and work to remove any barriers that may prevent any child achieving their potential. Children will have a strong voice in their learning process and will be able to learn from others in similar ways to professionals within the Trust.”

Beliefs & Values for our School Improvement Strategy

When carrying out its school improvement role OWLS will:

- Hold in regard the varying degree of autonomy of individual OWLS schools, in line with their category of need and their readiness for self-improvement, valuing their self-evaluation and taking into consideration peer- evaluation, together with head teacher updates on performance and priorities
- Create, maintain and foster strong relationships between member schools and the Trust through Headteacher and Leadership learning networks
- Promote a school-led system as the principal driver for constructing sustainable school improvement, for sharing good practice and for purposes of accountability
- Further the equality of opportunity across the Trust as a whole, aiming to eliminate discrimination through fostered, good relationships. All schools are expected to deliver our core offer for pupils.
- Intervene for improvement at the earliest opportunity, ensuring effective diagnosis of areas of concern.
- Commission / provide bespoke support and intervention programmes in line with an agreed plan, to eradicate the areas of concern as a matter of urgency
- Encourage a genuine sense of shared responsibility with all partners, including children, parents and other stakeholders, in relation to behaviour for learning, attendance and wider areas such as safeguarding
- Take into account the full range of factors that impact on pupil progress and attainment across all phases
- Promote effective partnership and collaboration to identify, share and further develop outstanding practice
- Support schools in their provision for vulnerable learners, both within and beyond the school setting
- Ensure every child in the trust truly matters and their needs and aspirations remain central to all the decisions made

Overview of Roles and Responsibilities

Head teachers

Head teachers are responsible for providing high quality leadership of their school and for working in line with the national standards for Head teachers.

Local Governing Bodies / Advisory Boards

Every OWLS school will have either a Local Governing Body or an Advisory Board. Responsibilities of each are defined within the Trust's Scheme of Delegation.

OWLS Academy Trust Central Team and Directors

The OWLS Academy Trust has overall responsibility for ensuring each school in the trust provides the best possible education for all children in their care and for supporting and challenging head teachers and governance in relation to their roles and responsibilities. In order to achieve this OWLS ensures that it knows its schools well, including individual strengths and priorities for development. In response to this OWLS provides support and challenge for individual schools, proportionate to our assessment of need. OWLS plays a key role in:

- Review of a range of performance data collected each half term in every school which identifies areas of development for Leaders and Head teachers to take action on
- Overseeing the outcomes of recent professional reviews, including the work of Lead Professionals, peer reviews and external reviews, including Ofsted Inspections and interim HMI assessments
- Working with individual schools to identify/agree risks or priorities for development and monitoring the impact of the action taken against agreed action plan priorities
- Developing OWLS Raising Attainment Plan/Development Plans (RAP) for each school which Identifies the relevant support and intervention required for every Trust school, ensuring appropriate support and challenge in order to achieve sustained improvement. Where significant additional support is required to rapidly improve standards the individual school is required allocate additional funding to cover the cost to OWLS.

- Working intensively with individual schools with particular short term challenges or to strongly support in areas of provision which put them at risk of ‘slipping an OFSTED category’
- Agreeing and providing CPD and Leadership Development opportunities in line with national priorities or the collective priorities of OWLS schools.

In relation to the above and the commitment of all the schools in OWLS to school-led school improvement the School Improvement Team within the OWLS includes:

The CEO

The CEO has overall responsibility for ensuring all schools in OWLS continuously improve and that the overall targets for the Trust and individual Trust schools are achieved. The CEO is responsible for ensuring the positive impact of educational initiatives through the Performance Management of Head teachers and Central Teams. In response to this the CEO has a key responsibility to ensure that the Trust employs high quality leaders who are responsible for driving school improvement for individual schools and for the Trust as a whole. This includes responsibility for Trust succession planning and CPD strategy and for leading the Head teacher advisory panel and ensuring that all other meetings are facilitated effectively.

Head Teacher - Leaders

Head teacher leaders are responsible for leading a school or Group of schools supporting school improvement and providing coaching school to raise standards of attainment and progress. Head Teacher leaders support and assist with visits each half term to schools, focusing on key areas. Head teacher leaders lead performance management for senior leaders with in a school and support schools through Ofsted Inspections. Each Head Teacher leader has a specific area of responsibility for the strategic development of the Trust.

1. School Improvement and Quality Assurance
2. Curriculum and Assessment
3. Teaching and Learning

OWLS Board of Directors

The OWLS Directors is responsible for holding the Trust to account in relation to its responsibilities, with particular regard to school and trust compliance with statutory and legislative requirements, and in ensuring standards in Trust schools improve or remain at outstanding. The Board receives a **School On A Page or SOAP** which identifies attainment, progress, quality of teaching and attendance for each school. OWLS Directors have delegated clearly defined responsibilities to schools that have Local Governing Bodies (LGB) in line with the Scheme of Delegated Authority (SoDA) for each individual school. The Board of Directors retains overall responsibility for decision making in relation to OWLS. The Board undertakes it’s duties through Strategy and Management groups which involve Directors working with System Leaders, Headteachers and local governors to develop key areas within the Trust related to all areas of school provision and improvement.

Internal Partners

All OWLS schools are expected to fully engage and exploit the links with our internal partners in our organisations to support school improvement needs. These are currently

Oadby Learning Partnership –OLP - Teaching School Alliance (all OWLS schools are members of OLP TSA). Schools utilise the TSA’s national and regional links for CPD and research search as well as working with other schools outside of the Trust for Joint Practice Development.

Research and Innovation – all Trust schools have a designated ‘Research Champions’ in place who keeps abreast of good practice developed within OLP TSA. They use the learning and outcomes from this to drive research in their own schools and develop best practice through joint working with other Trusts and OLP schools. Teachers are heavily encouraged to join the Charter Institute of Teachers.

Inspiring Leaders Teacher Training – providing SCITT for primary aged children

OWLS recognises its responsibility to train excellent teachers of the future. All OWLS Schools are therefore committed to supporting SCITT Training and welcome trainee teachers into their classrooms. We train ITT coaches in every OWLS school to ensure that student teachers are well supported. School Leaders and the OWLS School Improvement Team are committed to employing excellent students from our SCITT programme and in supporting them to become excellent practitioners within the Trust. We also use our leading teachers to deliver course content and share best practice

Inspiring leaders Leadership Training

OWLS schools value the opportunities for facilitated leadership training through NPQML, NPQSL and NPQH national leadership programmes provided by Inspiring Leaders. We also encourage experienced leaders to take advantage of opportunities to train as course facilitators with Inspiring Leaders.

External Partners

Regional Schools Commissioner (RSC)

The RSC adjudicates applications for schools that wish to join our Trust and liaises with the CEO and Trust Directors regarding approval of new academies joining the Trust and sponsorship of schools requiring significant additional support. The RSC maintains oversight of Trust standards and liaises with the CEO regarding development of the Trust.

The Local Authority

We work with Leicestershire and Leicester LAs in relation to their central responsibility for SEN and Safeguarding in all schools. OWLS is a strategic partner within Leicestershire LA and works also with the LA through the OLP Teaching School partnership.

OWLS Academy Trust School Improvement Procedures

In line with its responsibilities as identified above, the Trust is responsible for ensuring that all trust schools fully understand the procedures that will be followed by the trust in order to bring about continual school improvement, either through the individual school's own ability to self-improve or through relevant support and intervention. In response to this the procedures that will be followed by the OWLS are outlined below.

Core Support

All schools in the OWLS will receive 'core support' from the Trust which will be six visits per year (one each ½ term) from the CEO and Head Teacher. The length of these visits will vary between ½ day and a whole day dependent on the needs of the individual school and its ability to demonstrate its effectiveness in being a 'self-improving school'. Additional support will be targeted by the Head Teacher in line with the priorities the Trust or the school has identified and recorded in the school's OWLS RAP (Raising Attainment Plan/Strategic Plan). **Schools are required to ring fence £5K funding within their budget each year to cover the cost of any additional OWLS support required.**

All 'Core Support' visits may focus on the following:

- Whole school standards, focussing on half termly school data analysis submitted via the trust SOAP document, and including achievement and progress of vulnerable groups and other relevant data tracking/ monitoring priorities, including specific discussion of priority areas – EYFS outcomes, Y1 phonics, Y2 and Y6 assessments tasks and tests
- Review of school improvement planning and moderation of the impact on pupil outcomes of actions
- Moderation of school Self-Evaluation Document
- Review impact of initiatives and actions to improve behaviour and Attendance
- Review of Trust Systems within schools, including termly Safeguarding audits and website compliance

Peer Review Process

All schools will also have an annual two-day Quality Assurance Peer Review visit. This will be undertaken in partnership with the school's Head teacher and with other Head Teachers from within trust schools together with other staff identified by the CEO and Heads who will offer support and capacity to the process. (see Peer Review Protocols Policy)

In all cases where Peer Review visits are taking place the following protocols will be followed:

- The review will be led by the CEO and Head Teachers and will be conducted in the spirit of partnership between the schools involved
- The Headteacher and senior staff of the school being reviewed will be invited to partner peer reviewers in all activities
- Schools being reviewed will have access to all review reporting templates (the report format will cover all areas of the Ofsted Inspection Framework)
- Headteachers will be asked to provide a copy of their School Improvement Plan and a range of Self – Evaluation documentation prior to the visit
- Headteachers will be asked to provide a list of staff timetabled to be on site during the review and a timetable for lessons taking place
- A desk top analysis including the school's evaluation of their performance, will take place by the CEO and partner Head teacher prior to the visit
- During the review the CEO will validate the school's self-evaluation, using evidence from the school's data, their monitoring/evaluation records and outcomes from the review process
- The Trust will have access to all Peer Review reports and may seek clarification on any aspects of the process in individual schools from the CEO or Head teachers

Additional Support/ Intervention

Additional support for individual schools is determined by one of the following routes:

- An individual school, as part of its own self-improving school processes, identifies that it would like additional, external school support in a particular area
- A school is a 'Requires Improvement' school (Category 3) or in a 'Category of Concern' school (Category 4) therefore has a support/intervention plan which is driven by the Trust (refer to 4.4 below)
- School is a 'Good' or 'Outstanding' school but has been identified as 'at risk of slipping a category' and therefore requires additional intervention/support in order to prevent this (this may be in only one area of the school's practice) (refer to 4.4 below)
- As part of the due diligence procedures for a new school joining the trust it is identified that additional support is required initially
- As part of a new school development a support plan is required for its development (refer to 4.4 below)

Additional support requires additional resources. It is anticipated that individual schools will be required to cover the majority of the cost of the additional support, although in some cases, where additional funds have been made available to the Trust or the Teaching School, then this support may be wholly or partly funded centrally. Each OWLS school ring-fences a minimum of £5000-£10,000 each within their budget to cover the potential cost of additional support. The CEO works with individual schools to assess the type and amount of additional support required and the cost involved and to agree the source of the funding required at the start of the academic year. This forms the central part of each school's OWLS RAP where the additional school improvement support is identified.

OWLS Categorisation of Schools

In order to support OWLS and individual schools in understanding the interim judgement for their school during the Ofsted Cycle, and the level of support and intervention which will be provided, the current Ofsted Categorisation has been employed and extended. The interim judgement will be agreed with schools on a

termly basis, with interim judgements being discussed within the school Visit structures and Head teachers reports to the LGB's and Trust board.

OFSTED Category (last Ofsted Inspection)	OWLS Judgement Categorisation		
1	1a	1b	1cc
2	2a	2b	2cc
3	3a	3b	3cc
4	4a	4b	

a - moving towards the next Ofsted Category and expected to achieve this at the next Ofsted Inspection (if the school is currently category 3 or 4 then the support/ intervention will remain until after the next Ofsted Inspection has confirmed this)

b - in line with the previous Ofsted Inspection Judgement/ Category

cc – the school is not making the progress required or there are concerns in some areas. The school is identified as 'at risk of slipping a category' in the next Ofsted Inspection.

School Improvement/ Development Plans

All OWLS schools are required to have a School Development Plan to support them in their ongoing improvements, or in the case of outstanding schools, in maintaining their 'outstanding judgement'. This plan must be agreed with their Head Teacher and noted by their LGB or Advisory Board/Head Teacher at the first meeting of each academic year. Depending on the Ofsted Category of the school, and taking account of any concerns which the individual school or the Trust may have in relation to the school 'being at risk of slipping a category' the plan will either be:

- Good and Outstanding Schools identified as 'at risk of slipping a category' – areas identified as a concern and placing the school at risk of slipping a category will be required to identify additional support provided by OWLS using the OWLS RAP form. The impact of actions taken will be monitored by the CEO and Head Teachers Core Visit. The outcomes will be used to inform judgements, trust categorisation of the school, and future priorities for development.
- Requires Improvement and Schools Causing Concern (including sponsored schools) – A more detailed OWLS RAP Plan will be developed between the school and Trust and will include a range of 'additional Trust support' provided in order to bring about more rapid school improvement. The actions and impact of the OWLS RAP will be monitored on a regular basis, as outlined in the plan, and will be used to inform judgements, trust categorisation of the school, and future OWLS RAP Plan priorities for development. Funding for the additional support will either come through the schools budget allocation if £5000 - 10,000 if not sufficient, Trust Strategic School Improvement Reserves and RSC / OLP grants

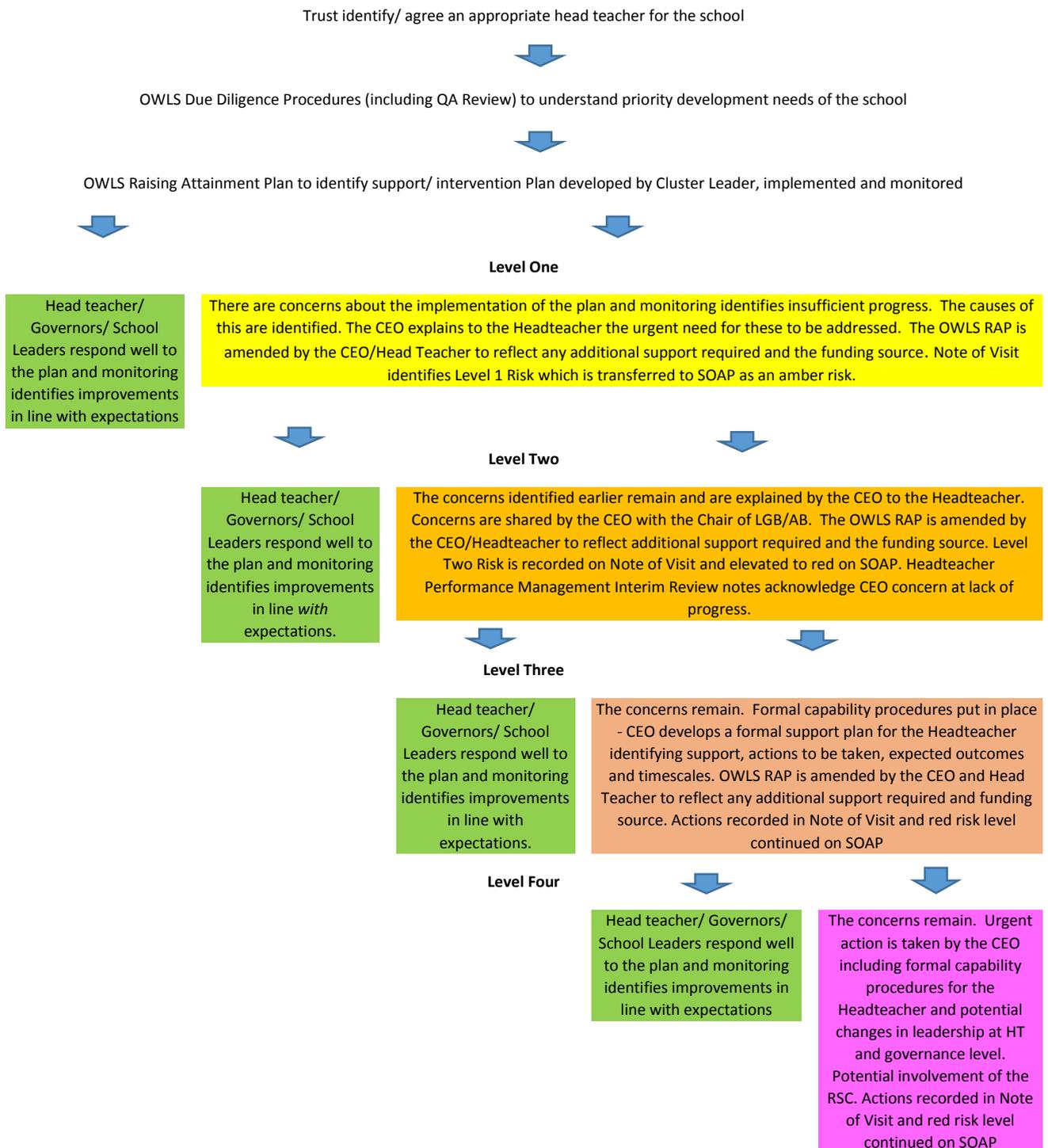
Schools Causing Concern - OWLS Procedures

Where a school is identified as 'causing a concern' either as a result of the category the school is placed in by Ofsted or as a result of concerns being identified/raised by the Trust, then the school is required to work in partnership with the Trust to address the concerns, to ensure appropriate levels of progress are made. If it is felt that the required level of progress is not being made or there are serious concerns in relation to the way

the school is managed or governed which are likely to prejudice standards or performance, then appropriate action/ intervention will be taken by the CEO/Chair of the Trust Board. Whilst OWLS hope that this action will not be necessary it has a responsibility to ensure all Headteachers and governors understand the steps which will be followed by the Trust should there be concerns which they feel are not being addressed.

The following procedures are identified in relation to Ofsted Category 3 and 4 schools, and to Ofsted Category 1 and 2 schools that are at risk of 'slipping a category'. The need for intervention has been assessed in relation to different levels of concern. It should be noted that should similar concerns re-occur within two years then the level of intervention will re-start at the same level as previous concerns were addressed e.g. if a school was previously receiving intervention at Level Two and was then identified as making improvements in line with expectations – then 18 months later similar concerns arise, action will again be taken in line with Level Two.

OWLS Category 3 or Category 4 School *(in the majority of cases this will be a sponsored academy)*

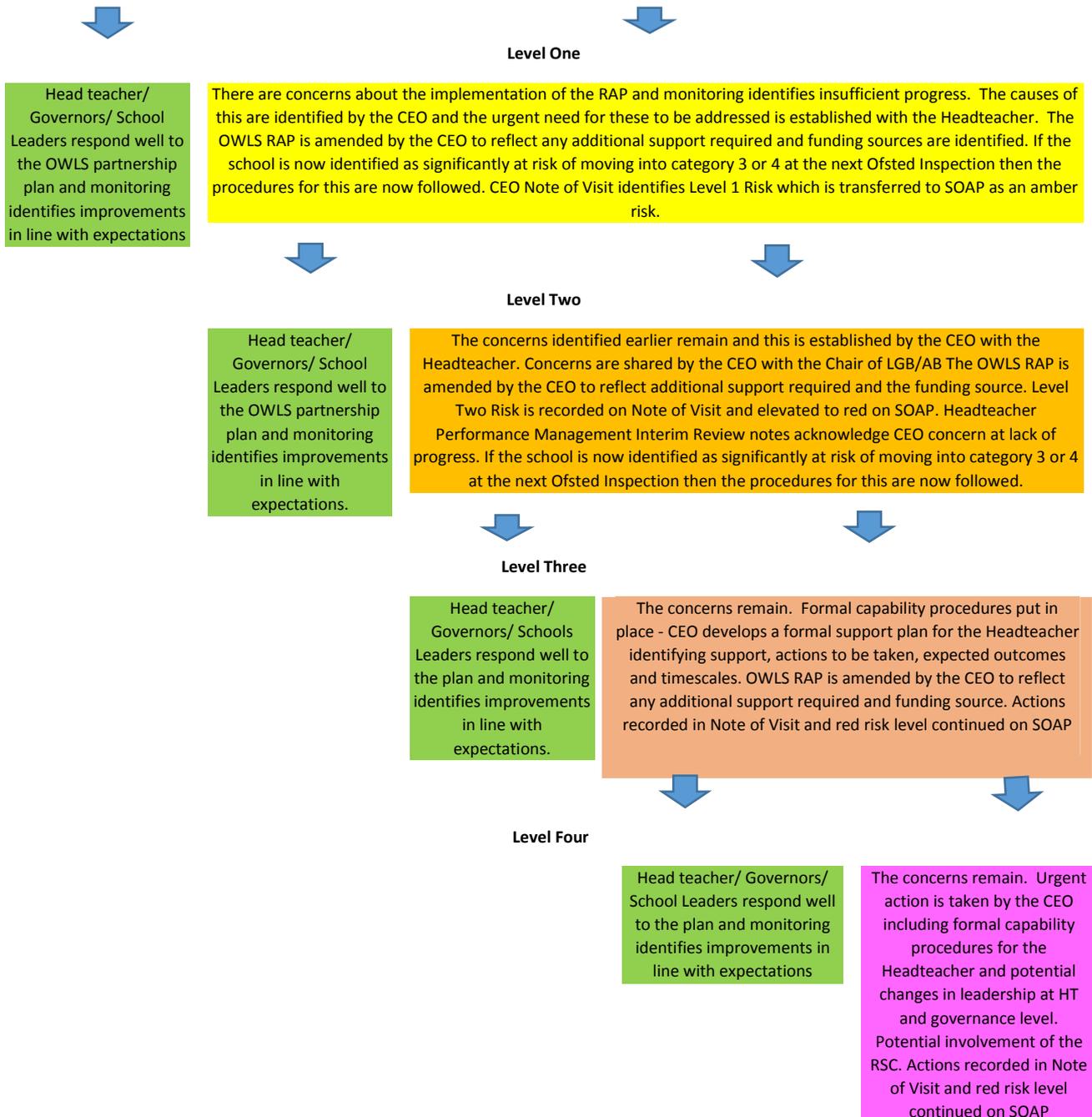


OWLS Category 1 or 2 (the school is considered 'at risk of slipping a category')

Trust / School identify the concerns leading to the school being 'at risk of slipping a category'

Depending on the level of risk OWLS may implement Due Diligence Procedures to understand / confirm priority development needs of the school (where it is identified that there are significant concerns which may move the school into category 3 or 4 then the procedures for Category 3 or 4 schools should be implemented from the Due Diligence Procedures onwards)

School continues to produce own School Development Plan in the majority of school development areas AND works strongly towards specific areas for improvement identified in the RAP. Impact of actions monitored by the school's Head Teacher and CEO



Effective use of Data

It is vital that every school has effective procedures in place for assessing learning outcomes, gathering, tracking and analysing data. Schools set realistic and aspirational targets relating to % of pupils expected to reach age related expectations by the end of the academic year in every cohort. These are reported on the

school's SOAP document. Schools report each year group's assessment outcomes of the % of pupils on-track to achieve age related expectations each half term on their SOAP document. Half termly common format reporting by each school to OWLS enables the Trust to closely monitor standards in each school and to identify both whole Trust and individual school improvement/development priorities. If data tracking and analysis identifies areas for development these are addressed with The CEO and Advisory Heads and Leaders through OWLS's school improvement support mechanisms as a matter of priority.

Individual schools are responsible for setting targets based on high expectations of progress from pupils' starting points. Targets must be agreed, and progress towards them monitored by the school's Head Teacher and the CEO. In addition to school-based performance targets, all OWLS schools will be required to set targets in line with the collective Key Performance Indicators (KPIs) of the trust. Headteachers will also identify minimum expectations for each cohort and aspirational targets. OWLS is responsible for ensuring that individual schools set appropriately challenging targets and therefore will have a responsibility for 'signing off' these targets at the beginning of each academic year and for agreeing with the Headteacher to revise them upwards should better than expected progress be made within the academic year.

In response to 'signing off' the aspirational targets for individual trust schools, OWLS will convert these into OWLS targets, which will then be approved by the Board of Directors. Information in relation to OWLS targets will be provided for Head teachers and LGBs/ Heads-ABs. The KPIs for OWLS will be informed by the School Improvement Framework, including national priorities, and the priorities of OWLS.

Individual school data is gathered from schools in line with the following:

- EYFS baseline information in first half of Autumn Term
- Half term summary of attainment in relation to % pupils in each KS1 and KS2 year group on track to achieve age-related expectations at the end of the academic year in Reading, Writing, Grammar, Maths and RWM Overall (phonics also included in Y1 and Y2 half termly data gathering)
- Half term summary of % of EYFS on track to attain age related expectations in major areas of ELG
- Half term summary of quality of teaching across the school
- Half term summary of attendance, behaviour and pastoral information
- End of year data gathering in relation to National assessments in EYFS ELGs, Y1 phonics, Y2 and Y6 core subjects
- Annual analysis of school based data and OWLS profile relating to EYFS ELG, KS1 and KS2 core subjects overall and the performance of pupil groups compared to National expectations and averages
- Annual analysis of Raise on Line information completed by Headteachers when data is received by schools are submitted to the CEO and Heads ABs for review. OWLS overview of RoL outcomes of all schools. Action plans from Raise on line will be established, identifying areas of need and solutions.

Where a school is causing concern additional data will be gathered in order to monitor progress being made and the impact of any additional support. Additional data requirements will be identified and will be gathered by the CEO and heads Abs and other OWLS staff as part of the monitoring process.

In response to the gathering of data from individual schools in relation to the Trust KPI targets, progress will be monitored with relevant information being shared with head teachers. This will be achieved through fortnightly Abs and monthly strategic heads meetings (overview information), and through individual discussions with head teachers within visits, as part of an additional support package, or within additional meetings. Information in relation to progress in line with OWLS targets, the progress of individual schools, and the risks and actions to be taken in response to any areas of underachievement will be provided to the OWLS board - Standards Risk Management Group. Headline information will be provided to the Board of Directors on a termly basis through the CEO.

Termly opportunities are provided for core curriculum subject leaders to work together to moderate and validate the accuracy of teacher assessment outcomes and to ensure accuracy and consistency regarding judgements about levels of attainment and progress across all schools. Termly opportunities are also provided

for year group teachers to meet within clusters to moderate the quality of outcomes of work in core subjects from every school. Support and opportunities for sharing good practice in relation to raising standards through effective planning, delivery, feedback and assessment is also provided in relation to key groups such as SEND and any other priority focus groups identified.

Pupil outcomes and progress in relation to agreed targets is a key focus of performance management of teachers and leaders. In response to this, where there are areas of underachievement then discussions/scrutiny of performance management outcomes in relation to relevant teachers/leaders may be included in the school visits or as part of provision of additional support.

Continuing Professional Development (CPD) and Leadership Development

Training and support is provided for all OWLS schools in line with the agreed priorities of OWLS schools as identified in the OWLS's Strategic Development/Partnership Plan. Further information can be found in the OWLS CPD and OLP Strategy Document.

Communication / Reporting

The following information identifies the systems used by OWLS to communicate with relevant groups.

Head Teachers/ Schools/ Governors

- ***Strategic Heads Meeting (every 4 weeks)*** – chaired by the CEO
Provides opportunities for information to be shared and discussed relating to Trust policy and practice. Aspects of good practice are shared through time set aside for joint practice development, and collective priorities are discussed and agreed. This meeting also provides the opportunity for any updates and training in relation to School Inspection Framework to be provided, including clarity and moderation regarding judgements.
- ***Advisory Head Teacher Meetings (every 2 weeks)*** – chaired by the CEO/Chair of trust.
This focusses on Trust and school improvement and provides opportunities for Advisory Head teachers to work on specific JPD relevant to the development needs and priorities of the schools within the Trust. Meetings are hosted within schools. Areas for development are identified and reviewed in the next round of visits.
- ***Annual Strategic Heads Development Meeting*** held during the summer break, to revisit and review the vision and ethos of OWLS, share strengths and areas for development in relation to individual schools and the Trust, and agree the Partnership Priorities for development.
- ***Termly Heads Tescher Meeting with the CEO*** to establish the specific priorities for each school in the cluster and progress made within the term. To agree next steps, resources necessary and funding sources to ensure continued high standards of achievement and progress in all areas.
- ***Head Teacher meetings with individual schools (frequency dependent upon school categorisation and need, but at least half termly)*** including ensuring the accuracy of information submitted through the school's SOAP document and the OWLS categorisation of the school based on the Cluster Leader's analysis of information from visits and submitted by the school. The CEO will validate the Cluster Leader's categorisation of every OWLS school each half term.
- ***Annual, two-day Quality Assurance Peer Review***
- ***Additional Support*** – in line with identified needs agreed plans.
- ***Attendance at individual school Governor meetings*** – as appropriate, and in line with additional support identified as part of the OWLS cause for concern procedures.
- ***Attendance at Trust Governance Training for compliance checks-*** attendance at key training sessions for governance as identified by the CEO
- ***Termly CEO report to the Board of Directors*** – detailing overall strengths of OWLS schools together with any significant concerns and impact of actions taken, linked to Head Teachers reports.

- **Annual evaluation of the impact of OWLS** – analysis against Key Performance Indicators in OWLS Strategic Plan and comparative performance of Trust schools with benchmarked Trusts - summary information provided for head teachers and governors of all OWLS schools.

Other School Leaders (as part of the partnership with OLP)

- **CEO Network** -
- **Curriculum Leadership Networks** – in line with key and priority curriculum areas providing an opportunity to engage in collective developments, share good practice and disseminate national guidance and information Lead professional networks TSA.
- **SENCOs, Designated Safeguarding Leaders, Designated Teachers for Looked After Children, Attendance and Behaviour Leaders** - opportunity for leaders to share good practice.
- **Fortnightly School Improvement Team Meeting** – to share specific information about the development of Trust schools; to improve, develop and refine systems related to school improvement and quality assurance in line with Trust needs and emerging policies and priorities. School improvement projects are identified and evaluated within this team throughout the year.

Other Trust and External Leaders

- **Meeting/discussion with System Leaders** - in line with the delivery of support/ intervention within the agreed OWLS Raising Attainment Plan. This will include discussing areas of concern/areas for development and receiving feedback about the impact of support on progress
- **Discussions with DFE/ RSC/ Ofsted/ EFA/ Local Authority** – in relation to the OWLS and individual schools (as appropriate). The discussions may be instigated by the DFE/ RSC/ Ofsted/ Local Authority with OWLS and in such cases information will be shared with the relevant Head teacher (and Chair of Governors if appropriate). Where the discussion is instigated by OWLS then the Head teacher (and Chair of Governors if appropriate) will have been informed of this prior to this discussion taking place, unless it is felt that by doing so it would interfere with safeguarding procedures or is felt that it would interfere with the smooth running of the school. Any relevant information in relation to these discussions will also be shared with the Chair of the Board of Directors and/or the relevant OWLS Committee.

Monitoring of the impact of the School Improvement Strategy

The effectiveness of the OWLS School Improvement Strategy is monitored through:

- Progress in relation to targets – individual school targets and OWLS targets
- Progress of individual schools in relation to OWLS Categorisation and Ofsted Outcomes
- Individual School Self-Evaluations
- OWLS Self-Evaluation
- Evaluation of the impact of individual School Development/Improvement Plans or OWLS Raising Attainment Plans
- Evaluation of the OWLS Strategic Development Plan
- Feedback from Head teachers and other relevant leaders
- External commissions for quality assurance

Links with other Key Documents / Policies

This document links with the following documents:

- OWLS Peer Review Strategy – SPP - OLP
- OWLS / OLP CPD Strategy
- OWLS Wellbeing Policy
- OWLS Safeguarding Policy
- OWLS Health and Safety/ Emergency Planning Procedures
- OWLS Financial Procedures and Guidance
- OWLS HR Policies and Procedures
- OWLS KPIs/ Targets
- OWLS Trust Self-Evaluation
- OLP Teaching School Alliance Strategies and Documents

APPENDIX 1 OWLS CLUSTER LEADER ANNUAL VISITS SCHEDULE

In line with Section 4 of the OWLS School Improvement Strategy, and as part of OWLS core offer to schools, visits to each school within their trust are at least once each half term for up to a full day to support continuing school improvement. The schedule shows aspects of the focus of school development within each meeting. This is a guide – individual school needs will always drive the visit focus.

DATE	VISIT FOCUS – to include
AUTUMN TERM 1	<ul style="list-style-type: none"> • Headteacher Performance Management – final review of previous year’s progress and agreement of objectives for current year • Agree content of School Development Plan ensuring it is matched to need and resourced to have impact • SOAP document – target setting based on previous outcomes and expectations for the year • Joint learning walk with Headteacher to all classes and areas of the school – effectiveness of learning environments; behaviour and attitudes of pupils in lessons; behaviour at unstructured times of day (break / lunch) • End of Summer Term data and target setting review • Single Central Record check
AUTUMN TERM 2	<ul style="list-style-type: none"> • Staff Performance Management Review – robustness of review of previous year and of objectives set for current year • SOAP Review with focus on standards of attainment and progress in all year groups – including specific pupil groups. Impact of interventions and next steps • Pupil progress – specific pupil groups / interventions in place to support learning • Joint observation of teaching and learning, including evidence in books • Follow up on outcomes of ICT Website Compliance check, including Pupil Premium and Sports Premium statement reviews
SPRING TERM 1	<ul style="list-style-type: none"> • Headteacher Performance Management Interim Review • School Development Plan - review of impact on progress and development • SOAP review with focus on standards of attainment and progress in all year groups – including specific pupil groups. Impact of interventions and next steps • Focussed joint Learning Walk / Lesson Observation including evidence in books • Staffing Plan for following academic year
SPRING TERM 2	<ul style="list-style-type: none"> • Review of school SEF • SOAP review with focus on standards of attainment and progress in all year groups – including specific pupil groups. Impact of interventions and next steps • Outcomes of staff interim Performance Management reviews; next steps • Joint observation of teaching and learning, including evidence in books • Staffing plan for following academic year – update / development
SUMMER TERM 1	<ul style="list-style-type: none"> • Headteacher Performance Management Interim Review • SOAP Review with focus on standards of attainment and progress in all year groups – including specific pupil groups. Impact of interventions and next steps • Joint learning walk with Headteacher to all classes and areas of the school – effectiveness of learning environments; behaviour and attitudes of pupils in lessons; behaviour at unstructured times of day (break / lunch) • School Improvement Plan review of impact of actions • School Improvement Plan – developments and resources necessary to achieve impact on standards in the following academic year • Organisational plan finalised for following year
SUMMER	<ul style="list-style-type: none"> • School Improvement Plan – finalise for following year

TERM 2

- SOAP review - standards of attainment and progress in all year groups – including specific pupil groups
- Impact of interventions for all pupil groups and planning for following year
- School organisation for following year finalised