

Board of Education

Serving children, schools and young people



Suite of Academy Information Documents

School Improvement - DCAT

1. OVERVIEW

- 1.1 School improvement support, monitoring and evaluation is woven into the structure of both the Board of Education and the Diocese of Canterbury Academies Trust (DCAT). There are three layers:
- Consultants
 - The Standards and Intervention Board
 - Trust and Board Officers

2. SCHOOL IMPROVEMENT CONSULTANTS

- 2.1 For each academy, the Trust will assign a school improvement consultant to support, develop and challenge the school improvement planning process including leadership and management actions. The time allocated to each school and focus of visits is determined and differentiated according to performance; however headteachers should expect a minimum of termly contact and access to telephone advice and support.
- 2.2 Consultants are expected to meet stringent requirements of training and experience. They use a collaborative and relational approach and will:
- engage from an early stage in the improvement planning process so that specified targets, actions, interventions and professional development reflect high aspirations
 - provide, or help to broker, effective school improvement services
 - discuss use of sponsor grant (where this has been received) for items on the school's improvement plan
 - plan their consultancy time diligently and ensure that further commissioning reflects contextual needs
- 2.3 Consultants will liaise with Diocesan Board of Education and Trust officers, to secure improvement resources and training from a wide range of providers including the National College of Teaching and Leadership, Canterbury Christ Church University, National Society, Kent Association of Headteachers, regional Teaching Schools and local collaborations and networks. Where appropriate a Memorandum of Understanding may be brokered to provide bespoke, longer-term intervention.

- 2.3 During the academic year each consultant will be required to cover SMSC, data (including in-year progress), RAISEonline analysis, targets for attainment and progress and end of year outcomes for all year groups, assisting where appropriate to triangulate evidence through lesson observation drop-ins, book scrutinies or pupil voice. Schools may also wish to consider associated work on staff training, joint or formal lesson observations, self-review, headteacher performance management or pupil progress meetings.

3. STANDARDS AND INTERVENTION BOARD (SIB)

- 3.1 The SIB is chaired by the Assistant Director of Education (School Effectiveness) and undertakes Quality Assurance on behalf of the Trust and the Diocesan Board of Education. Membership of the SIB includes the Chief Executive Officer (CEO) of DCAT.
- 3.2 The SIB acknowledges and supports our ambitious vision for all church schools to achieve an inspection judgement of good or outstanding for both OfSTED and SIAMS. Members are approved by the Schools Committee of the Board of Education and have a proven track record in church school leadership or in delivering effective training or school improvement support in settings serving children and young people from 3-19.

In addition, they will have undertaken recent professional development (including recognised accreditation or qualifications) under one or more of the following areas:

- OfSTED inspection
- SIAMS
- Early Years education
- Coaching and mentoring
- Moving teaching to good and outstanding
- Special Educational Needs

- 3.3 The SIB meets on a regular basis to:
- discuss the implications of current inspection reports and performance information, offering possible responses and actions
 - codify practice amongst consultants and monitor the impact of commissioned interventions, as well as assessing value for money against key performance indicators
 - provide support and challenge to SIB consultants through robust quality assurance processes, sharing expertise and effective interventions

4. TRUST AND BOARD OFFICERS

- 4.1 The Assistant Director maintains a role that covers responsibilities in both the Trust and the Diocesan Board of Education (DBE) including:
- leading the work of the DBE on school improvement, standards and Continuing Professional Development
 - collating and presenting data for the Trust and the DBE
 - monitoring and evaluating the quality and effectiveness of Church of England schools and academies within the diocese, in addition to securing and managing intervention strategies to challenge, support and raise standards of attainment and progress
 - connecting with local collaborations with a focus on school-to-school support
- 4.2 The CEO of the Diocese of Canterbury Academies Trust maintains an oversight of provision, reports to the Board of Directors and is accountable for performance of schools within the Trust.