



Humber Education Trust

School Improvement Model

1. Do we formally categorise our schools? How often is this reviewed? Do we do this as part of our due diligence before schools join the trust?

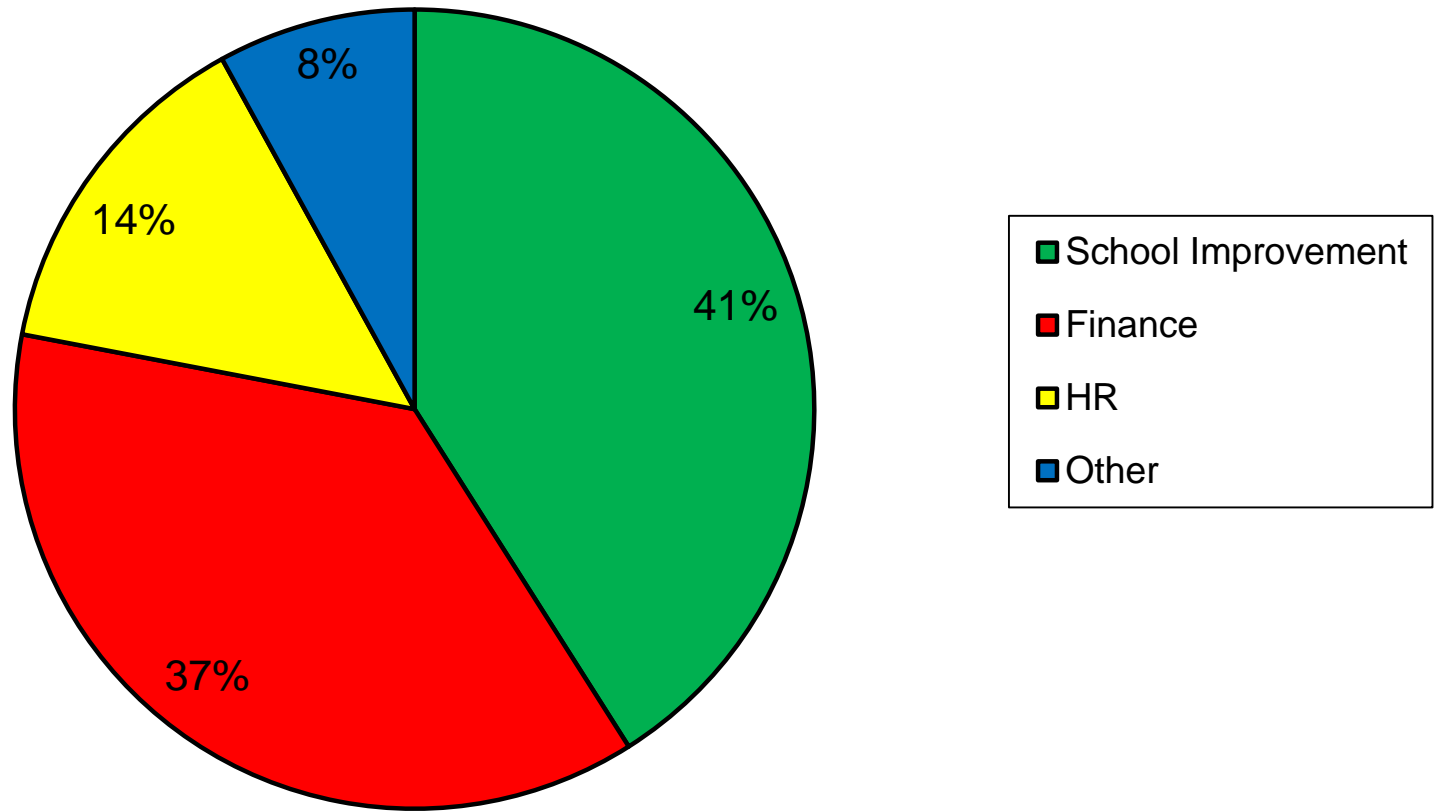
Banding of Schools

Every year the trustees, advised by the executive leadership of the trust, band schools based on the following criteria. Any schools looking to join the trust, will be banded as part of the due-diligence process.

A	<ul style="list-style-type: none"> • Same criteria as Category 'B' schools but the school is utilising its capacity in order to provide Trust brokered 'bespoke' support to Band 'C', 'D' or 'E' school(s) which demonstrates clear impact in one or more key areas. This school is likely to receive central funding accordingly. • Regularly provides S2S Leaders and Peers to enhance the 'core offer' to all HET schools.
B	<ul style="list-style-type: none"> • Good/Outstanding school at most recent Ofsted inspection. • Highly effective school which is well run, has strong leadership and is clear about its priorities for improvement. • School has a track record in raising the standards that pupils achieve and have the capacity, to support other schools to do better but is not currently doing so. • Occasionally provides S2S Leaders and Peers to enhance the 'core offer' to all HET schools.
C	<ul style="list-style-type: none"> • Likely to be categorised by Ofsted as a Good/Outstanding school. However, the school might be currently judged as RI but is improving and likely to be Good at next inspection. • An effective school which is already doing well and knows the areas it needs to improve. • Leadership team could be new and/or inexperienced. • By identifying the right support, both internal and by utilising HET S2S Leaders and Peers, and taking action, it has the potential to do even better.
D	<ul style="list-style-type: none"> • Likely to be categorised by Ofsted as a RI school. However, the school could also be currently judged as Good/Outstanding but potentially 'at risk' of being judged as RI at next inspection. • A school in need of improvement, which needs help to identify the steps to improve or to make change happen more quickly. • The school will receive a tailored package of support brokered by the central School Improvement Team. • Trustees may consider moving classification to 'Supported School' and increasing levy from 4.5% to 5% to reflect increased support required.
E	<ul style="list-style-type: none"> • Likely to be categorised by Ofsted as a RI/Inadequate school. • A school in need of greatest improvement and will receive immediate, intensive support. • Progress will be closely monitored to make sure that the necessary improvements take place as quickly as possible. • Trustees will implement 'Supported School' arrangements in line with Scheme of Delegation. Levy will increase from 4.5%/5% to 5.5% to reflect level of intense support required.

2. What proportion of the top slice is allocated to school improvement?

Current allocation of Top Slice



3. How many days of school improvement does the money allocated from top slice provide across the trust? What does additional support look like?

	Quality Assurance		School Improvement to raise standards		Total Days
	All Schools	Additional	All Schools	Additional	
Category A	<ul style="list-style-type: none"> 1.0 day FTE – Target Setting/SIP/SEF/PP Allocation 		<ul style="list-style-type: none"> Training for S2S Leaders (approx 3.0 days FTE) 	<ul style="list-style-type: none"> 3.0 day FTE – S2S Leader Support 	22 days
Category B	<ul style="list-style-type: none"> 3.5 day FTE - Annual Trust Peer Review (x1 School Improvement Lead supported by x2 Headteachers) 		<ul style="list-style-type: none"> Ongoing Termly Governor Training (1.0 day FTE) Senior Leader Training (approx. 3.0 day FTE) 	<ul style="list-style-type: none"> 3.0 day FTE – S2S Leader Support 	22 days
Category C	<ul style="list-style-type: none"> 1.0 day FTE – Performance Management Support from CEO 		<ul style="list-style-type: none"> Data Analysis (3.0 days FTE) 	<ul style="list-style-type: none"> 6.0 day FTE – S2S Leader Support 3.0 day FTE – School Improvement Lead Bespoke Support 	28 days
Category D	<ul style="list-style-type: none"> 1.5 day FTE - Annual Safeguarding Review (Designated Headteacher Peer Review) 1.5 day FTE - Annual Pupil Premium Review 	<ul style="list-style-type: none"> Additional 3.5 day FTE - Trust Peer Review (x1 School Improvement Lead supported by x2 Headteachers) 		<ul style="list-style-type: none"> 9.0 day FTE – S2S Leader Support 6.0 day FTE – School Improvement Lead Bespoke Support 	34 days
Category E	<ul style="list-style-type: none"> 1.0 day FTE - Annual Review of Governance (x1 School Improvement Lead) 	<ul style="list-style-type: none"> Additional 7.0 day FTE - Trust Peer Review (x1 School Improvement Lead supported by x2 Headteachers) 		<ul style="list-style-type: none"> 12.0 day FTE – S2S Leader Support 9.0 day FTE – School Improvement Lead Bespoke Support 	40 days

4. What capacity is there within the Trust's School Improvement Team. What skills/expertise do the school improvement team have? Are there subject leads across the trust?

Humber Education Trust School Improvement Team

Name	School	Central Team?	NLE / LLE	SLE	Ofsted Inspector	Statutory Moderator	Quality Mark Assessor	HET S2S Leader	HET Subject Area Lead
Rachel Wilkes	Clifton	0.6FTE	NLE				Yes		CEO
Paul Plumridge	Adelaide	0.4 FTE			Yes				School Improvement (Primary)
Bernie Moorcroft	Tweendykes				Yes				School Improvement (Special)
Lisa Staines	Broadacre								Headteacher support
Alison Grantham	Maybury						Yes		
Jane Marson	C Pickering			EYFS			Yes		
Nic Loten	Neasden						Yes		
Kirsten Bradley	Woodland								Safeguarding
Eddy Wharton	Ganton			SEND				SEND	
Suzanne Adkinson	Adelaide			Maths Mastery				Maths	Deputy Heads
Sarah Thurston	Clifton					KS2		Literacy	Deputy Heads
Pierre Fenner	Tweendykes			SEND				SEND	SENCOs
Rachel Barton	Broadacre							Reading	Literacy
Jonny Rogers	Parkstone							Literacy	Pupil Events
Sarah Young	Broadacre			Maths Mastery				Maths	Maths
Natalie Simmons	Clifton			EYFS				EYFS	EYFS
Laura Leeman	C Pickering			Literacy		KS2			
Emily Dines	Maybury			EYFS				EYFS	
Kelly Goucher	Neasden			SEND				SEND	
Annabelle Jackson	Neasden			EYFS				EYFS	
Andrea Melia	Clifton			Reading		KS1		KS1	
Melissa Stephenson	Clifton			Curriculum				Curriculum	

Louise Taylor	Tweendykes			Autism					
Craig Williams	Maybury			Behaviour				PSHE	
Charlotte Woollin	Parkstone			Maths Mastery				Maths	
Jane Coulter	C Pickering			KS1		KS1			
Vicky Barnwell	Adelaide					KS1		KS1	
Michelle Dodson	Adelaide					KS1		KS1	
Kirsty Robinson	Clifton					KS1		KS1	
Shauna Scott	Adelaide					KS2		Literacy	
Amy Stockton	C Pickering					KS1		KS1	
Charlie Hardwick	Woodland					KS2			
Rachel Hardwick	Woodland					KS2			
David Wilkinson	Broadacre							CPD	
Hilary Bohl	Adelaide							SEND	
Bridget Carter	C Pickering							Attendance	
Claire Chatfield	St Nicholas							Early Literacy	
Claire Donnelly	Maybury							Writing	
Rachel Downs	Clifton							Safeguarding	
Stacy Foxworthy	Clifton							Maths	
Helen Johnson	St Nicholas							EYFS	
Kath Oliver	Tweendykes							Basic Skills	
Andrea Powell	Tweendykes							SEND	
Tom Radge	Ganton							Computing	
Maria Walker	Clifton							SEND	
Karen Scott	Ganton							PE	
Polly Stathers	C Pickering							Immersive Learning	
Shelly Storey	Adelaide							EYFS	
Laura Tindall	Parkstone							KS2	
Katie Troake	Tweendykes							Curriculum	
Maria Walker	Clifton							Dyslexia	
Amy White	Adelaide							Maths	
Catherine Whitlam	Adelaide							SEND	
Chris Posnett	St Nicholas							Maths	
TOTALS			1	16	2	11	4	39	11

6. Who manages the performance of the headteachers and how are they being held to account? How is school improvement linked to performance management? How is this monitored and reviewed?

- All Headteachers are line managed by the CEO.
- The Chief Executive Officer (CEO) supports the Local Governing Body of each school in annually appraising the performance of the Headteacher and ensures performance is linked to pay progression.
- This expertise ensures targets are set in line with School Improvement areas. Through the Trust's quality assurance strategy, the School Improvement leaders ensure each school's School Improvement targets accurately match the needs of the school.

7. How often does the trust review school data? How do we moderate and benchmark across the trust? How aligned are the schools? Is there any external scrutiny? Do we use peer review?

- The Trust collates performance data each term and reviews statutory performance annually. From March 2018, the Trust will have its own data dashboard. Schools will submit their data on a termly basis and the dashboard will automatically analyse performance across schools, subjects, cohorts and groups (Pupil Premium). Data will also be aggregated to demonstrate a 'Trust wide picture'. The CEO, School Improvement Leaders, Trustees and School Leaders will have access to the dashboard so that rigorous challenge/support can be secured on an ongoing basis.
- There are plans to share the Trust's aggregate dashboard with other local MATs in order to benchmark performance across trusts.
- The Trust is currently auditing and exploring ways to further benchmark performance through a common approach to termly standardised testing.
- Standardised assessment criteria are used to assess and moderate pupil progress and attainment at data points throughout the year.
- Each school receives an annual Peer Review led by a qualified Ofsted Inspector and supported by Trust Headteachers. The outcomes of these reviews are also used to support performance management (see above).
- External reviews are carried out as deemed necessary and in agreement with local governing bodies and school leaders.
- There are plans to develop a Trust wide approach to analyse progress and attainment for children and young people with significant Special Educational Needs and/or a Disability – subject to National Policy changes.