

Equa School Improvement Strategy 2022-2023

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Introduction

Equa is a Multi Academy Trust made up of Church of England (CofE), and community schools across the primary, secondary and post 16 phases. Schools work together in a formal partnership, to provide excellence in education for all children aged 2-19, in the rural villages and market towns, initially in Wiltshire. Equa formed on 1 April 2019.

Our vision is for EQUA pupils to find their place in the world and leave the world a better place. We are founded on our ethos of giving every child every chance.

EQUA's ambition is to leave the world a better place than we found it. We do this through our children. By enabling our pupils to find their place in the world, and by arming them with the tools to help to make the world a better place. So, we give every child every chance of a great education, that way they have every chance of carving out their place in the world. We blend education with sustainability, environmentalism, adaptability and multi-culturalism – so that the world can be a slightly better place for having EQUA pupils in it.

Equa believes in social mobility for all and we aim to provide the structures, support and focus for our most vulnerable, to ensure positive pathways through school and beyond. This will equip all pupils with the skills, experiences, high self-esteem and qualifications to broaden their horizons. By working together as a group, that has the contextual experience of the location and its demographic, we can embed the good practice that already exists in our schools, and be nimble in making change happen. Together, we are stronger than the sum of our parts.

For 2022-23 three strategic priorities have been identified.

EQUA strategic priorities

Objective 1 In all Equa Schools there is excellence in education
Objective 2 Equa schools are environmentally sustainable
Objective 3 Growth without compromise To grow, without compromising our values, ethos and quality of delivery for our children, recognising the challenges facing individual schools.

School Improvement Strategy

Purpose

The purpose of our school improvement strategy is to provide rigorous challenge and targeted support to ensure that each school within the trust achieves outstanding outcomes and high standards in all aspects of its work.

We believe in excellence in leadership at all levels, and have a joint commitment to improve outcomes across the trust, working together as a team.

Principles

Our school improvement strategy is based upon the following key principles:

1. We will ensure strong accountability at all levels within the trust.
2. Our school improvement work will provide development and leadership opportunities for all colleagues within the trust.
3. All schools will receive improvement support, even those which are outstanding.
4. School improvement support will be proactive as well as reactive, and will be proportionate to the needs of individual schools.
5. Our work will be informed by an in depth knowledge and understanding of our schools based on thorough self-evaluation.
6. A wide range of information will be used to ensure intervention work is rapid and robust.
7. We will develop relationships with a range of external providers to ensure our school improvement work is outward looking and informed by best practice, both locally and nationally.

Our school improvement delivery model

Our model for school improvement is based upon ensuring the following aspects of school performance remain strong:

1. Leadership at all levels
2. Accountability at all levels underpinned by clear reporting and accountability structures to facilitate this
3. An ethos and culture where all flourish
4. An individual curriculum, which is well matched to the school context
5. Excellence in teaching and learning
6. Monitoring and evaluation, with robust structures for quality assurance
7. Progress, tracking and intervention
8. Systems, procedures and policies
9. Staff training and professional development.

Implementation of strategy

The business case clearly identifies the trust wide priorities for improvement for each academic year. Our first objective is to 'Deliver excellent educational standards and excellent wider outcomes in all schools, across all abilities and every age range for children from all backgrounds.'

The school improvement strategy is to ensure this objective is delivered.

Annually, in June, Equa improvement priorities are determined. These are the areas which all Equa schools will address. These are identified by the school improvement leadership team, which is made up of all the headteachers and the CEO.

Equa school improvement priorities are identified using:

- analysis of historic data and current data
- analysis of ISDR (inspection data summary report, Ofsted)
- school self-evaluation
- conducting peer reviews using the CASP model
- Ofsted reports
- SIAMS reports
- needs analysis and evaluation
- school visits
- MAT improvement advisor reviews

Once the priorities are agreed, success criteria are determined for each one, followed by an action plan with key milestones embedded across the academic year.

In addition, each school produces its own School Improvement plan, using the same structure as Equa Improvement plan. Each plan is supported by the Equa school improvement team to support with delivering actions.

The Equa school improvement team

School improvement leadership team	CEO Director of Primary Education All head teachers Areas of HT leadership across schools: Safeguarding Disadvantaged Data and Assessment Curriculum Coaching Leadership development Pupil Parliament AG and T programme	To support other heads and SLT in area of expertise.
Leadership of Governance	NLG	To provide support with reviewing the effectiveness of governance.
Middle leadership team	EYFS Maths English Safeguarding SEND Computing RE At secondary (proposed in line with growth)	Coordinate networks across the school to share best practice and to use evidence informed practice to develop the best pedagogical methodology. To produce Equa improvement plans in each area and ensure delivery. Coach and mentor middle leaders. Provide coaching and mentoring to individual teachers in their area of expertise.

	Maths, English, Science, SEND, disadvantaged	
Cross Phase and Transition team	Primary Lead Secondary Lead Pastoral Leader Year 7 Deputy Head Director of Primary Education	To ensure cohesion between the KS2 and KS3 curriculum. To provide excellence in the transition process. To provide 6 cross phase curricular events per year.
Specialist leaders in Education (SLEs)	In the following areas: Early years English Maths Teaching and learning SEND Performing arts Design technology RE	To ensure cohesion between the KS2 and KS3 curriculum. To improve middle leadership in all subject areas. To support subject development and improve practice.
Equa coaches	16 trained professional development coaches	To provide support to staff and to develop professional learning skills.
All staff	Using specific areas of expertise determined through a mapping process.	To use skills across Equa
External expertise	MAT improvement advisor (Steve Savory CEO GLA) MAT to MAT support (Magna, Acorn, Gloucestershire and Wiltshire MAT learning sets) Pickwick teaching schools alliance Other teaching school alliances Local authority consultant SDBE (Salisbury Diocese Board of Education) Confederation of Schools Trusts South West Regions Group	Sourced as necessary to provide support. To ensure currency with national and regional initiatives and best practice.

Strengths within the MAT schools

These strengths will be utilised across the schools to ensure all are improving.

- All schools are graded as good or outstanding by Ofsted.
- All foundation schools are graded as good or outstanding in SIAMS inspections.
- Outcomes for pupils are in line or above national levels.
- Deployment of the school improvement strategy has led to an improvement in outcomes in all Primary Schools.
- Outcomes are outstanding in two of the five schools, with outcomes greatly exceeding national figures, both in age related expectations and pupils achieving higher standard.
- Outcomes for disadvantaged learners at Lavington are amongst the highest in Wiltshire.
- Pre-school provision inclusive within Equa in 3 schools, with two pre-school now part of the main school (Bishop's Cannings and Rushall) and the outstanding provision at Chirton PIPS which is now a part of Equa, allowing the opportunity for pre-school early intervention.
- The establishment of sixth form provision at Lavington School ensures we have an all through system.
- An expert school improvement team of experienced and successful head teachers.
- A broad team of SLEs.

EQUA support and intervention strategy

Equa schools effectively work together to bring about challenge and improvement within a supportive and cohesive culture. Developing our staff and growing our own leaders forms the heart of our strategy. There are excellent and highly skilled practitioners at all levels within the trust, and skills are effectively deployed between schools.

All schools benefit from a core package of support which is responsive to need both across schools and on an individual basis. The heads work closely together as a supportive group, with the CEO brokering support across schools. This could be anything from sharing resources, coaching and mentoring support, support visits all the way to employment of staff across schools or secondments of staff between schools.

The CEO will report to the trust board (standards committee) on a termly basis, detailing the support provided across schools and the impact of this support.

Any intervention beyond core support will be discussed at the standards committee on a termly basis. If there is a resource and cost implication of the intervention, this will be discussed with the CFO and costed, and will be reported to the trust board (resources committee), or approval sought in event of any spend which is out of the agreed budget, in accordance with the financial scheme of delegation.

Our strategy operates at three levels, which aligns with intervention triggers:

1. Core support for all schools;
2. Additional support for vulnerable schools
3. Intensive support where schools are at risk of falling below the floor standards

Core support provided to all schools where outcomes remain above the national average in all key measures
<p>Regular fortnightly 1:1 line management meetings for heads with CEO</p> <p>Equa school improvement group meeting (All Headteachers, monthly)</p> <p>Support from the MAT EYFS lead for all primary schools</p> <p>SENCO best practice group with representation from each school</p> <p>Cross school moderation and standardisation meetings for English</p> <p>Bespoke support from a team of 8 SLEs covering a wide basis of skills and expertise</p> <p>Support and training with SIAMS and spirituality</p> <p>Regular HT group meetings to share best practice, identify issues and share solutions</p> <p>Headteacher annual appraisal and mid-point review meeting</p> <p>Annual Peer reviews</p> <p>Annual self-evaluation programme</p> <p>Access to leadership programmes for all staff</p> <p>Access to coaching and mentoring</p> <p>Joint CPD programmes</p> <p>Governor support and training programme</p> <p>Access to central services for HR, finances, premises</p> <p>Monthly financial monitoring visits from CFO</p>

Support from a link trustee

Additional support

The CEO and HT will agree the most appropriate support when standards fall below expected. A clear support plan will be put in place and agreed which outlines school based internal interventions and additional support from the trust. The standards committee would be informed of this, and the progress made towards the targets will be reported at each meeting. The CEO will work with the head more regularly in a coaching capacity and will broker additional support for the school from within the trust or from external sources. The SIP will be closely monitored, and clear actions against time scales agreed at line management meetings.

Likely triggers for the need for additional support are:

- the performance of a sub cohort of pupils falls below, or is at risk of falling below, the national average
- the gap for disadvantaged widens or is at risk of widening
- attendance thresholds are or are at risk of being breached
- increase % of teachers being less than good
- the performance of a subject falls below, or is at risk of falling below, the national average
- there is a budget deficit forecast
- there is a significant safeguarding concern which cannot be addressed at school level
- there are leadership difficulties, for example, absence of a member of the leadership team for a significant period of time
- fall in student or staff wellbeing which cannot be addressed at school level
- there is a significant decline in the NOR, with an increase in pupils leaving throughout the year
- increase in parental complaints of a nature which pose a risk to the school
- staff recruitment/ retention issues leaving vacancies unfilled
- significant policy breaches which need addressing above school level
- schools acting independently and not in accordance with the scheme of delegation

Support may be:

- Trust led internal review of areas causing concern
- Support from an effective leader from another school
- Implementation of a standardised teaching package or curriculum with training for staff on effective use
- Additional support from the CEO or another headteacher
- Mentoring from an SLE/LLE/NLE/NLG
- Additional support from consultants
- Programme of visits to other schools for key personnel
- Staff placed on support programmes with a personalised CPD package
- Specific Governor training

Support from a trustee
<p>Intensive support – this would be provided if a series of indications demonstrate that a school does not have the capacity to improve with the additional support provided. This would be agreed with the trust board, and could be directed by the trust board if there is a lack of willingness to embrace the support package identified. A clear support plan will be produced and implemented, with transparency of any cost implications of additional resources.</p> <p>Likely indicators of the need for intensive support are:</p> <ul style="list-style-type: none"> the school is below, or at risk of becoming below the floor standard in a key measure the school is graded as requires improvement at Ofsted inspection point the school is graded as requires improvement at a SIAMS inspection the school is coasting, or at risk of becoming coasting there is a forecast or actual deficit budget there is a serious breach of safeguarding there is no Headteacher significant fall in role weak governance cash flow issues failure to follow internal financial procedures
<p>Actions –</p> <ul style="list-style-type: none"> internal / external review of the area causing concern. monthly action plan produced to be implemented against clear targets and timescale to be achieved. contracting in an external consultant deployment of a senior leader from another school to work in the school needing support enhanced capacity through the secondment of a strong practitioner from another school CEO to work in the school for an agreed number of days per week deployment of a headteacher from another school deployment of CFO to work in the school 1 day per week NLG to review governance the opportunity to change governance and loss of delegated authority

MAT wide leadership roles and responsibilities aligned to support and triggers

Role	Responsibilities	Actions	Anticipated impact of support
CEO	Accountable for ensuring intervention triggers are identified, reported to the trust board and acted upon. Identification of dips in predicted data Identification of trends across schools Flags intervention trigger with HT group and reports to standards committee of trust board.	Line management of Heads Learning walks in all schools Mentoring of key staff Brokering further support Improvement planning Self-evaluation Supports individual schools through self-evaluation reviews. Facilitates mentoring for key leaders and teachers. Establishing assessment systems and agreed expectations in primary schools. Cross school planning related to standardisation agenda Evaluation of in school needs, Supports schools to ensure SIAMS outcomes are at least good.	All schools good or better Clear identification of needs and problems Precise improvement planning with measurable impact goals Quick support packages brokered High expectations Problems solved Outcomes improve with less variation between schools. Teaching is good or better in all primary schools Leaders are good or better Raising in standards and expectations moving towards standardised systems where beneficial
Director of Primary Education	Identification of dips in predicted data in primary schools Identification of trends across primary schools Identifies any gaps in provision related to the new SIAMS framework	With the HT identifies priorities for school improvement. Conducts trust self-evaluation processes. Ensures clear support plans are produced and implemented to bring rapid improvement.	All primary schools good or better Clear identification of needs and problems Precise improvement planning with measurable impact goals Quick support packages brokered High expectations Problems solved Outcomes improve with less variation between schools.

			Teaching is good or better in all primary schools Leaders are good or better
Trust board	Is notified of need for additional support for vulnerable schools. Agrees trigger point threshold has been met for intensive support. Holds CEO to account for identifying intervention triggers and implementing the support actions and programme.	Hold CEO to account Ensures intervention triggers result in swift improvement actions being taken. Removal of delegated authority in certain cases of intensive support.	Robust accountability to ensure intervention work is rapid and robust.
MAT Executive team	Identification and flagging up potential problems and intervention trigger points.	First point of brokering school to school support.	Ensuring interventions are proactive, swift and effective. Ensuring standards remain high across all schools in all aspects.
Standards committee	With CEO identifies any fall in standards which need to be addressed. With CEO decides on the level of support depending on the intervention trigger. Reports to the trust board and makes recommendations.	To cover – School Improvement / Standards / T&L / Curriculum	Ensuring there is a coordinated approach to interventions, linking between the trust board and the HT/SI group.
CFO	Identification and flagging up potential problems and intervention trigger points, reporting to CEO and the resources committee of the trust board.	Problem solving, working with HTs and business managers to ensure there are no deficit budgets, Identification of standardisation, rationalisation and economies of scale across the MAT. Take action to address any cash flow problems.	Ensuring the trust remains financially viable and interventions are swift and effective.

Headteachers	Specific areas of expertise which are deployed across the MAT to support other headteachers.	Areas of expertise: Effective use of data, raising attainment, improving T and L, HT mentoring, support with NPQH, SIAMS, leadership coaching, new HT mentoring, foundation subjects and curriculum support, EYFS1 provision, publicity, AG and T provision	Distributed leadership across the MAT and leadership development
SLEs (specialist leaders in education)			
SLEs	To support colleagues within their own school and across schools, within their area of specialism. The scope of activity will be agreed in advance and will be centrally brokered via the CEO.	Depending on the area of expertise: Provide coaching support to a particular teacher Share resources Model best practice Set up cross school moderation	The quality of teaching and learning improves to be at least good in all areas, and more outstanding practitioners are developed.
EYFS lead	Work with the group of EYFS teachers to ensure practice and provision is consistently good in all schools	Setting expectations and standards for EYFS across the MAT and growing excellence in pedagogy across the schools. Sharing best practice and setting up standardised systems where beneficial. Leading CPD for EYFS teachers Carrying out self-evaluation processes for EYFS across the trust. Producing EYFS improvement plan for the trust.	More children reaching GLD A better foundation for phonics teaching, leading to good outcomes (better than national) at the end of Y1.
Primary SENCO	To lead the SEND strategy and share best practice across all schools. To ensure high quality and consistent mapping in all schools.	SENCO across 5 primary schools. Network group membership of all schools.	SEND needs are accurately identified in a timely way. Inclusive quality first teaching ensuring individual needs are met to enable equal access to the curriculum.

English lead	To run writing moderation across primary schools. To lead strategy to improve outcomes in boys writing.	Setting expectations for writing across schools. Share best practice and work together on joint projects eg blogging project, cross phase writing competition	Improved outcomes more pupils make more progress Gender gap reduces More children develop a sustained love of reading
Development groups			
Wellbeing	A cross-school group of wellbeing champions to measure wellbeing, listen to staff voice and to drive strategy across schools.	Using the DFE wellbeing charter as a basis for change. Anna Freud Wellbeing measurement survey to measure wellbeing.	Wellbeing high on all schools agenda. Development of 3 tier support in all schools. Enhanced staff wellbeing, improved quality of teaching and learning. Happy staff happy children.
SENDCO	A group to develop best practice across the schools	Meet termly Set clear agenda for the year Develop SEND policy and practice so that it is high quality across all schools. SLE to provide individual support as needed.	Consistent practice across the schools. SEND outcomes improve, with gaps narrowing.
English	A group to develop best practice across the schools and to develop expertise in all subject leads	Carry out cross school moderation and to establish effective pedagogy	Improved expertise across all school leading to improved progress outcomes in those schools which were below national
Maths	A group to develop best practice across the schools and to develop expertise in all subject leads	Carry out cross school moderation to establish effective pedagogy	Improved expertise across all school leading to improved progress outcomes in those schools which were below national
Technology	Develop a best practice group with representatives from all schools	Move forward on the technology strategy to ensure high quality blended learning in all schools. Developing expertise in all teachers across the MAT through training and modelling.	Improved quality of remote learning
Computing	A cross phase KS2-KS3 curriculum planning group		Improve cohesion between KS2 computing curriculum and KS3 computing curriculum.

Primary Teaching and learning Group	A task group made up of T and L leads to develop a framework for best practice based on the EEF 5 a day approach	Develop consistency of language and expectation in the quality of teaching and learning.	Reduced variation in the quality of teaching and learning in primary schools. Pupils make more progress across the curriculum.
Data group			

Equa SIP priorities 2022-23

1 QUALITY OF EDUCATION	4. LEADERSHIP AND MANAGEMENT
1.1 Improve the quality of Teaching and learning – every teacher a good teacher, teaching is consistently good reducing variability.	4.1 Equa staff wellbeing strategy
1.2 Pupil progress—ensure all pupils make good progress through an ambitious and broad curriculum, with accessibility for all, especially those pupils with SEND needs or from disadvantaged backgrounds.	4.2 Professional learning and staff development – recruiting and retaining talent
1.3 Every child is able to access the curriculum as they are fluent in reading and writing. KS2 ready, KS3 ready.	4.3 Strong governance at all levels, develop Equality Diversity and Inclusion strategy
1.4 Strong progressive curriculum which builds from EYFS1 to EYFS2, KS2 to KS3, and KS4 to KS5	4.4 Stakeholder views – parent voice
2 BEHAVIOUR AND ATTITUDES	5. EARLY YEARS PROVISION
2.1 Church schools Develop Church schools flourishing programme	5.1 Early reading and embedding SSP
3 PERSONAL DEVELOPMENT	5.2 Develop outdoor learning spaces and practices to be excellent in all settings.
3.1 Sustainability strategy	6. SAFE GUARDING AND PREMISES
3.2 Pupils’ wellbeing - pupils are well supported by participation in a wide enrichment offer and through transition stages.	6. Ensure there is a culture of safeguarding which pervades all and that practices in all schools are highly effective. Develop Equa leadership of safeguarding

The context – school summaries

All schools are good or outstanding in all aspects of their SIAMS inspections.

School name and phase	NOR/PAN	Ofsted grading and date	SIAMS inspection and date	Specialist subjects
Lavington School / secondary (11-16) with satellite sixth form	874 / 161 60	Good Nov 2017	NA	Maths and computing. Disadvantaged learners. Student leadership.
All Cannings School	164/ 21	Outstanding July 2009	Good Dec 2018	Maths, PE and MFL
Bishops Cannings School Nursery	208/30 58	Good Nov 2014	Good November 2016.	RE, phonics, and ELSA
Chirton School	76/12	Good January 2018	Good March 2022	Forest School
Dauntsey Academy Primary School	194/30	Good March 2020	NA	Continuous provision
Rushall School	66/21	Good April 2017	Good March 2017	ELSA
Woodborough School	174/26	Good Sept 2017	Outstanding, Jan 2013	English, Maths, EYFS, RE