



**Trust School improvement Strategy
2025-2026**



1. DEFINITION

For the purposes of this document and to avoid uncertainty, school improvement is defined as the processes through which the Spring Trust supports schools in driving forward improvement; the changes schools can make and the strategies they can use to improve pupil outcomes and experiences, so that, by schools being part of the Trust, they can make a difference to each and every child in the Trust.

There is a need for the Spring Trust to have an explicit strategy for ensuring that it secures the goal of excellent outcomes for every child, as stated in the Trust Curriculum Policy and Teaching and Learning Strategy.

2. FUNDAMENTAL PRINCIPLES, VALUES, PURPOSE AND APPROACH

2.1 Trust Values:

Ambition: We strive for excellence in everything we do because we believe in our potential to make a lasting impact. Our ambition fuels our continuous growth and sets the foundation for delivering the best possible outcomes for our children, staff, and communities.

Collaboration: Learning is at the heart of our mission, and we achieve more when we work together. By embracing collaboration, we leverage each other's strengths and create an inclusive environment where everyone can thrive and succeed.

Equity: We are committed to treating one another with equity and respect. Fairness guides our interactions, ensuring that we create a supportive and just environment for all members of our Trust.

2.2 The Spring Trust understands and recognises this set of fundamental principles which underpin effective school improvement:

- School improvement is cyclical. All schools within the Trust can be 'Capacity Givers'; and 'Capacity Takers' over a period of time and there is a commitment and willingness from all schools to both offer and receive support.
- Every school, regardless of their situation, has practice to share.
- Secure, sustainable improvement takes time and change needs to be prioritised by both Trust leaders. All staff need to be open to change and improvement.
- Effective school improvement involves building capacity and high-quality leadership across the school.

2.3 To promote effective school improvement, the Trust has an in-depth knowledge of each of its schools and their current context in order to:

- Sustain and grow success where it already exists, as well as evaluate and share this success more widely where appropriate.
- Address areas for development with a range of strategies.
- Understand the complexity of how one area of school improvement impacts on another.
- Implement rapid improvement strategies where performance and/or leadership is weak.
- Share strengths through mutual support and challenge.

2.4 The Spring Trust will promote school improvement by:

- Committing School Improvement Leads across the Trust to focus on key areas of teaching and learning and curriculum
- Providing a core offer for all Trust schools.
- Providing additional personalised support appropriate to individual school needs.
- Maintaining a balance between school defined processes, aligned policies across the Trust and standardisation of systems where appropriate

3 ACCOUNTABILITY & RESPONSIBILITY

3.1 The Trust's standards monitoring procedures set out how Trustees will monitor individual school performance through an annual cycle of accountability, including a Trust-wide risk assessment process. This includes termly committee meetings, that lead to a clear understanding by all leaders of the phase in which each school is working. The phases are defined as Sustain, Improve, Repair and Stabilise. These are based on the nationally recognised model from Sir David Carter about School Improvement Trajectories (see Appendix 1).

3.2 The Trust's Achievement and Curriculum Committee (ACC) will take the lead in managing these procedures by monitoring the school summaries and actions from the Health Checks. They will challenge and/or support the work completed by individual Headteachers, the Trust CEO or appointed leaders to implement agreed school improvement plans and any additional action plans, as appropriate.

3.3 Each Headteacher is held accountable by the CEO and ACC for the overall effectiveness of their school, including standards. ACC and the CEO provides support and constructive challenge for the Headteacher directly through the consideration and debate around school policies, data and reports, as well as conducting their own visits according to the needs of the school, the school priorities and

their own annual calendar. In addition, Headteacher appraisal (Professional Growth) is carried out by the Trust CEO, meeting twice a year in order to include a mid-year review of progress towards objectives.

3.4 Each Headteacher takes the lead on their own school improvement process, but there are a number of elements that the Trust expects to be in place and to be shared with the CEO and SI Leads.

SCHOOL IMPROVEMENTS EXPECTATIONS	RATIONALE
A School Improvement Plan (school led) updated annually, including current school context. This is approved by the CEOs in September.	To enable leaders to outline the curricular goals, success criteria and monitoring mileposts for improvement over the next year, and to share the school's current performance, goals and aspirations with staff, governors and Trustees.
School Self Evaluation (School Summary)	An up-to-date reflective summary of the school's performance based on its own self-evaluation of strengths and areas for improvement including current School Improvement phase and actions to improve.
CEO Temperature Checks (every 3 weeks)	To enable school leaders, Trust School Improvement Leads, Trust CEO, to evaluate all aspects of school provision, including Quality of Education and Culture in each school. ACC Trustees will also carry out a termly school visit as part of their role.
Effective in-house monitoring processes	<p>To enable leaders to understand:</p> <ul style="list-style-type: none"> • the quality of teaching, learning and curriculum, • the quality of leadership, • the quality of behaviour and attitudes • the quality of personal development • the culture of safeguarding and • the school's overall effectiveness in order to effectively plan for further school improvement.

3.5 The Professional Growth of the Trust School Improvement Leads is carried out by the Trust CEO and Headteachers.

3.6 The Professional Growth of the Trust CEO is carried out by a sub-committee of Trustees, including the Trust Chair, with the specific goals and overall outcomes being shared with Trustees.

4 FUNDING FOR SCHOOL IMPROVEMENT ACTIVITIES

4.1 The Trust will be able to provide centralised services, including that of the School Improvement Leads, SLIM Leads and the Trust CEO, who all play key roles in School Improvement activities for the Trust.

4.2 Schools will be able to request bespoke support from the Trust, according to the needs of the school.

4.3 Headteachers will be responsible for the delivery of the school specific grants such as Pupil Premium Grant, PE Grant etc... These follow an overall Trust strategy but bespoke elements will be school led.

5 THE CORE OFFER FOR ALL TRUST SCHOOLS

5.1 There are a range of School Improvement monitoring and evaluation tasks that take place in all TSPT schools, which provide information. All actions feed into the school improvement cycle.

ACTIVITY	DETAILS	INVOLVING
Headteacher Performance Management	Annual Performance Management reviewed by the Trust CEO	Trust CEO time
Weekly Key Metrics updated	HTs to update key metrics ahead of a weekly meeting with the CEO.	CEO and HTs
Annual Safeguarding Review and audit of Single Central Record Trust	Annual Safeguarding audit of practice and procedures, including an in-depth review of a small number of cases and audit of Single Central Record once per term.	ELT time, DSLs and Trustees/LACs
Annual Health & Safety Review	Annual Health & Safety audit of practice	Facilities Team and external

	and procedures carried out by site manager	
Management Group Meetings	Half-termly Senior Leadership Meetings attended by all Headteachers, along with other relevant leaders from the Trust, including CEO, COO, HR and Finance. These meetings form a key element to the ongoing development and oversight of the Trust, whilst clarifying direction and momentum.	HTs, CEO, COO
Leadership Network Meetings	Half-termly Senior Leadership Meetings attended by all Headteachers, Deputies, Assistant Heads focusing on leadership skills and school improvement. Rationale: To review ongoing priorities, evaluate and discuss key themes across the Trust and update on key areas of development & challenge.	Trust HTs, CEO, DHT, AHTs
SEND Group Meetings	Termly meetings to foster collaboration, share best practices and align strategies to provide inclusive, high-quality education and support for all pupils.	School leaders and SENCOs
Pupil Support Lead Meetings	Termly meetings to explore current themes and share good practice	PSLs
Early Years Group Meetings	Termly meetings to carry out cross-school moderation; explore current themes; and share good practice School leaders	School leaders

<p>SLIM Meetings (Subject Leader Impact Meetings)</p>	<p>Half- termly meetings to explore current themes with planning, teaching and learning; and share good practice. Develop the curriculum area and provide CPD. Subject leaders have access to PTI - external professional development.</p>	<p>SLIM Leaders, subject leaders PTI</p>
<p>ECT and ECT+1 training programme</p>	<p>A programme across the year which focuses on individual school challenges; current themes in education; and effective support in the classroom</p>	<p>CPD time for Teachers</p>
<p>Peer Reviews</p>	<p>Deep dives and quality assurance of quality of education and the curriculum.</p> <p>As part of the layers of development, the CEO and Head Teachers will work together sharing practice and carrying out short peer reviews alongside their colleagues. Headteachers may request specific subjects to receive a review by the Trust subject lead.</p>	<p>HTs/SLTs, SLIM Leaders, CEO External Trusts</p>

6 SUPPORT PACKAGES FOR SCHOOLS WORKING WITHIN IN EACH PHASE

6.1 The Spring Trust's School Improvement processes are planned on an annual basis in liaison with the Trust CEO, depending on the phase within which each school is working

7.2 A profile of each aspect of the school will be identified, using these phases, as part of the Annual Standards Check in September and support will be provided, according to a 'best fit profile' and the needs of the school.

THE SPRING PARTNERSHIP ANNUAL HEALTH CHECK

PHASE	DESCRIPTOR	EXPECTATION	SUPPORT PROVIDED BY CEO AND SI LEADS BEYOND THE CORE OFFER
Sustain	<p>Schools that are stable, well-led and making strong progress.</p> <ul style="list-style-type: none"> • Currently judged by the Trust to be at the expected standard or better. • Outcomes for all learners are good or better than the NA 	<ul style="list-style-type: none"> • These schools will be expected to share best practice and promote school-to-school support within the Trust and, at times, outside of ST 	<ul style="list-style-type: none"> • 1 day per term: visits from the CEO, School Improvement Lead, Lead Practitioners, and other expertise from across the Trust, as agreed through health checks
Improve	<ul style="list-style-type: none"> • Schools that are currently judged by the Trust at the expected standard, but which have key identified areas for improvement. • Schools where there are context issues which may make the school vulnerable 	<ul style="list-style-type: none"> • These schools will be expected to have the capacity to bring about improvement in their own organisations and may also have the capacity to support others within the Trust 	<ul style="list-style-type: none"> • 2 days per term, as above.
	<ul style="list-style-type: none"> • Schools that are currently judged by the Trust as expected but are at risk of coasting or requiring improvement. 	<ul style="list-style-type: none"> • These schools have the willingness and capacity to improve with support from within the Trust. • These schools must submit a termly update of the school improvement plan to the CEO and ACC. 	<ul style="list-style-type: none"> • 4 days per term, as above.
	<ul style="list-style-type: none"> • Schools that are currently judged by the Trust as needing attention in some areas but are making rapid progress. 	<ul style="list-style-type: none"> • These schools require support and will work closely with the Trust CEO and identified School Improvement Leads (or Lead Professional) • These schools must submit a termly 	<ul style="list-style-type: none"> • 6 days per term: support from the CEO, School Improvement Lead or Lead Professional to implement Trust agreed action plan based on SI visits) • Relevant Lead Practitioners within the

Repair	<ul style="list-style-type: none"> • Or the school has been identified by the Trust as a School Requiring Additional Support at Stage 1. 	<p>update of the school improvement plan to the CEO and ACC.</p>	<p>Trust to support the implementation of the agreed action plan</p> <ul style="list-style-type: none"> • Progress against Rapid Acceleration Plan (RAP) monitored half-termly by the CEO and ACC.
	<ul style="list-style-type: none"> • Schools that are currently judged needing attention but are at risk of going into an Ofsted category because they are making slow, limited or negative progress. • Or the school has been identified by the Trust as a School Requiring Additional Support at Stage 2. 	<ul style="list-style-type: none"> • These schools require significant external support and will work closely with the Trust CEO, School Improvement Lead (or Lead Professional) • These schools must implement a RAP (Rapid Acceleration Plan), proposed by the Headteacher/SLT, for approval by the CEO and overseen by ACC. 	
Stabilise	<ul style="list-style-type: none"> • The school has been designated by Ofsted to require urgent attention OR • The school has been identified by the Trust as a School Requiring urgent attention at Stage 3 OR • The Trust has been asked to sponsor an external school due to serious concerns over the performance/stability 	<ul style="list-style-type: none"> • This school will be led by a Trust appointed Executive Leader / Headteacher, who will lead on the implementation of an approved and RAP • The RAP will be co-created with Leaders and submitted to the Trust Board for approval • This school will be likely to require a staffing re-deployment in order to implement improvement strategies quickly 	<ul style="list-style-type: none"> • Executive Leadership / Headteacher provided by the Trust • At least weekly support from the CEO and SI Lead • Lead Professional to support the implementation of the Trust agreed Action Plan • Progress against Ofsted Action Plan (or equivalent) monitored termly by ACC/full Board • Termly updates to the Trust Board

Academy improvement cycle



Leadership networks and partnerships with teaching schools

What processes are involved?

What could be done better or differently?

Questions driving the Academy improvement cycle

Do outcomes meet expectations?

How well is the Academy performing?

Strengths and risks

Which best practice could be shared?

What are the key areas for improvement?

External reviews of academies to verify and quality assure progress so far

Deployment of TSPT associates

Bespoke academy peer reviews