

DIOCESE OF HALLAM SCHOOL IMPROVEMENT STRATEGY GROUP TERMS OF REFERENCE

Commissioned by	Diocese of Hallam MAT Steering Group		
Date	22 nd February 2021		
Accountable to	Diocese of Hallam MAT Steering Group		
Facilitator	Schools Department		
Purpose	To develop a proposal or proposals for delivery of a MAT wide School Improvement Strategy which meets the needs of and is accessible to all schools in the Diocese of Hallam, addressing immediate needs and the needs of the newly formed MATs.		
Tasks	<ol style="list-style-type: none"> 1. Devise and articulate the vision for School Improvement for all schools within the Diocese 2. of Hallam MAT infrastructure 3. Audit the current capacity of effective school improvement across the Diocese 4. Propose immediate school improvement support for identified schools from within current capacity 5. Devise and propose a school improvement delivery mechanism that will include: <ul style="list-style-type: none"> ➤ leadership structures for MAT school improvement ➤ system wide CPD/CPLD structures including embedding the teacher career frameworks ➤ robust monitoring and evaluation infrastructure that will be used to support the formation of school and MAT improvement programmes 		
Membership	<p>Membership will include: Schools Department, Exec Headteachers/Headteachers, Teaching School and national hub (Maths and English) leaders.</p> <p>Schools Department will seek expressions of interests and will invite other specialist leaders from within the diocese where specific tasks require additional expertise. Schools Department will make recommendations on membership to the MAT Steering Group who will approve membership.</p>		
Reporting	The School Improvement Strategy Group will present to MAT Steering Group 16 th April and then as agreed. Progress will be reported to the MAT Devt Group through the Schools Department weekly meetings.		
Meetings	The group will meet initially to scope the work and allocate roles, responsibilities and timescales. Meetings of the full group thereafter will be half termly with sub groups meeting more frequently as required.		
Parameters	<p>Proposals for a MAT wide School Improvement Strategy must:</p> <ul style="list-style-type: none"> ➤ reflect Catholic Social Teaching – The Common Good ➤ meet the needs of all schools ➤ create a vision where both MATs contribute to delivery and share benefits ➤ demonstrate clear accountability through the CEO to the Board of Directors ➤ be underpinned by transparent governance structures which are within the legal frameworks and control of the new MATs ➤ be sufficiently flexible to respond to immediate needs of individual schools ➤ build on current capacity and expertise ➤ identify and address particular characteristics/pupil groups, eg SEND, deprivation ➤ consider value for money ➤ include options with an appraisal of each 		
Outcomes	Immediate School Improvement Support Strategy implemented	31 st March 2021	
	Proposal(s) for medium term vision for School Improvement	15 th April 2021	
	Proposal(s) for school improvement delivery mechanism	31 st May 2021	
	Continuing work to refine model and address immediate needs	June onwards	
Key Documents	<p>Summary Due Diligence</p> <p>MAT Steering Group Vision Documents</p> <p>2 MAT structure with lists of schools by MAT</p> <p>Summary of action required at schools identified as needing support</p> <p>Extract from DfE guidance on School Improvement in MATs</p> <p>The Common Good and the Catholic Church's Social Teaching</p>		
Relationship with other theme groups	The proposals for delivery mechanism and structure will be considered by the Operational Theme Group where the structure(s) will be costed.		

School Improvement Strategy – extract from DfE Good Practice Guidance and expectations for MATs

What will RSCs look for?

There is no expectation that all academies or trusts should pursue the same approach to supporting attainment and school improvement. They will, however, be expected to have the capacity to run strong and improving schools. Before approving an academy arrangement, RSCs will use their professional expertise to judge the capacity of the trust. In doing so, they will take in to account the particular circumstances and maturity of the trust. As part of their considerations, they may test whether, and the extent to which, a trust:

- has leaders that have a clear understanding of excellent teaching and learning practice for all pupils including those with additional needs – such as special educational needs and difficulties, those with English as an additional language etc.;
- has a clear, quality-driven education vision, which is embedded into their curriculum and school improvement models;
- has the capacity to deliver this vision – and any improvements needed – sustainably within the budget, staffing and other resources available;
- uses information and intelligence to hold leaders to account for performance;
- understands the needs of different student groups being educated within the trust;
- ensures that information about children’s progress at school is well understood and acted upon throughout the organisation; and
- has a clear plan for how they will communicate with parents.

When agreeing whether a MAT has the capacity to grow, or when approving a MAT arrangement, RSCs will want to explore with the trust:

- the plans for medium and long-term development of the trust and how they build capacity within their trust and their schools;
- how it intends to support school improvement and whether this is underpinned by a clear school improvement model;
- what the needs and development challenges are for all the schools within the trust, irrespective of current performance levels;
- whether the trust’s model of due diligence enables the depth of the operational and strategic challenge to be fully understood; and
- how the trust will contribute to wider system improvement and develop and retain good links with other MATs, teaching schools and a wide range of stakeholders.

DfE Summary Advice to Other Trusts

We (DfE) asked effective academy trusts what advice they would give to other trusts about how best to ensure that every school improves, whatever their starting point. They said:

1. Develop a clear trust-wide school improvement model from the outset, so that schools are clear about expectations of them and also what they can expect in terms of support from the trust. It also ensures trust leaders have a consistent view of the best way to improve standards. It is important that they do not pull in different directions or prioritise different things.
2. Keep your approach simple. Focus above all on making teaching as good as it can be. This should be the focus of your school leaders' time too, so try to free this up, by centralising administrative, finance and HR functions where/when appropriate.
3. Use data to hold leaders to account for performance. Reduce unnecessary burdens on leaders and teachers by streamlining information management processes.
4. Standardise the approach to using information and external quality assurance across your schools. This enables the trust's board to be given consistent information so that they can quickly see and make comparisons of the performance of each school, both as a whole and in particular areas (such as the impact of pupil premium funding). It is also easier to identify areas of strengths and weakness within individual schools and, therefore, where schools can support each other.
5. Scrutinise the difference in performance and work with leaders across the trust to interrogate the causes and potential solutions. Do not assume that there is a simple solution or only one way to resolve the issue.
6. Expect that every school will be both a giver and receiver of support. There are pockets of strong practice in weak schools and vice versa.
7. Recognise that you will need to give different schools different levels of support and the same school will need different levels of support at different times – some trusts describe this as 'tighten to improve, loosen to be great'.
8. Collaboration is most effective when teachers work together regularly rather than just discussing ideas. Make sure this happens through things like peer review. As your trust grows, consider the creation of subject or specialism (e.g. SENCO) hub leads across a cluster of schools.
9. Make sure every member of staff has a personalised and bespoke development plan, irrespective of whether they are a senior or middle leader, a classroom teacher or fulfil another role. In a larger MAT, you can plot clearer career paths through your trust which will help to attract, retain and support the improvement of high quality teachers.

MAT Groups

LA Code	School	Phase	Status	Family
3735401	All Saints	11-18	Academy	Sheffield
3735400	Notre Dame	11-18	Academy	Sheffield
3733401	Sacred Heart	Primary	Academy	Sheffield
3735202	St Ann's	Primary	Academy	Sheffield
3732017	St John Fisher	Primary	Academy	Sheffield
3735203	St Joseph's	Primary	Academy	Sheffield
3733406	St Marie's	Primary	Academy	Sheffield
3733423	St Mary's	Primary	Academy	Sheffield
3735207	St Patrick's	Primary	Academy	Sheffield
3734016	St Thomas More	Primary	Academy	Sheffield
3733402	St Catherine's	Primary	Academy	Sheffield
3733414	St Thomas of Canterbury	Primary	Academy	Sheffield
3733412	St Wilfrid's	Primary	Academy	Sheffield
3732028	Emmaus	Primary	Academy	Sheffield
3735208	St Theresa's	Primary	VA	Sheffield
3704011	Holy Trinity	3-16	Academy	St Pius
3724601	St Pius	11-16	VA	St Pius
3703304	Holy Rood	Primary	VA	St Pius
3703317	St Helen's	Primary	VA	St Pius
3703318	St Michael & All Angels	Primary	VA	St Pius
3703320	Sacred Heart Goldthorpe	Primary	VA	St Pius
3713316	St Alban's, Denaby	Primary	VA	St Pius
3723339	St Joseph's, Rawmarsh	Primary	VA	St Pius
3723337	Our Lady & St Joseph's	Primary	VA	St Pius

LA Code	School	Phase	Status	Family
8305413	St Mary's High School	11-18	Academy	Derbyshire
8303503	Immaculate Conception	Primary	Academy	Derbyshire
8303549	St Joseph's, Staveley	Primary	VA	Derbyshire
8303502	St Mary's Primary	Primary	VA	Derbyshire
3714606	McAuley High School	11-18	Academy	Don & Notts
3713317	Holy Family, Stainforth	Primary	Academy	Don & Notts
3713318	St Mary's Edlington	Primary	VA	Don & Notts
3713302	St Francis Xavier	Primary	VA	Don & Notts
3713315	Our Lady of Perpetual Help	Primary	VA	Don & Notts
3713314	St Joseph & St Teresa's	Primary	VA	Don & Notts
3712012	Our Lady of Sorrows	Primary	Academy	Don & Notts
3712001	St Joseph's Rossington	Primary	Academy	Don & Notts
8913710	St Joseph's Retford	Primary	Academy	Don & Notts
3713301	Our Lady of Mount Carmel	Primary	VA	Don & Notts
3713300	St Peter's	Primary	VA	Don & Notts
8913764	St Patrick's Bircotes	Primary	VA	Don & Notts
8913768	Holy Family, Worksop	Primary	VA	Don & Notts
3724800	St Bernard's	11-16	Academy	St Bernard's
3723338	St Joseph's Dinnington	Primary	Academy	St Bernard's
3723340	St Bede's, Rotherham	Primary	Academy	St Bernard's
3723336	St Gerard's, Thrybergh	Primary	Academy	St Bernard's
3723322	St Mary's Herringthorpe	Primary	Academy	St Bernard's
3723335	St Mary's Maltby	Primary	Academy	St Bernard's