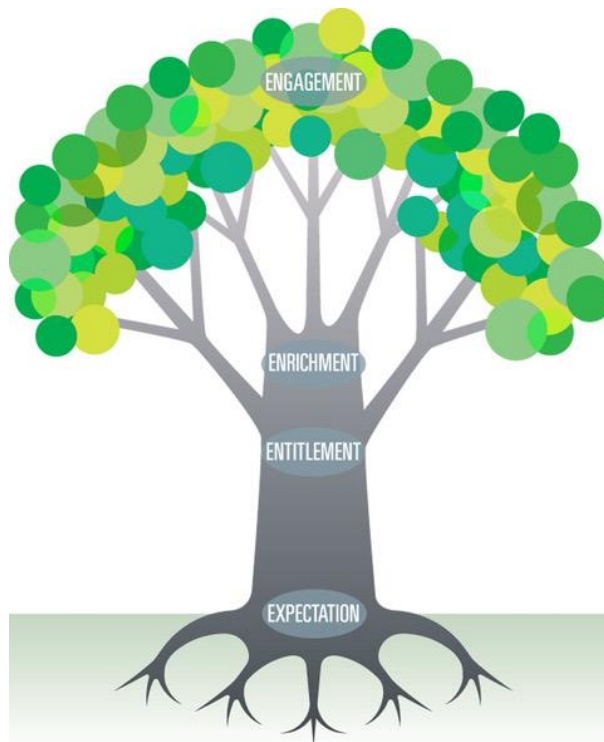




Strategy for Collaborative School Improvement



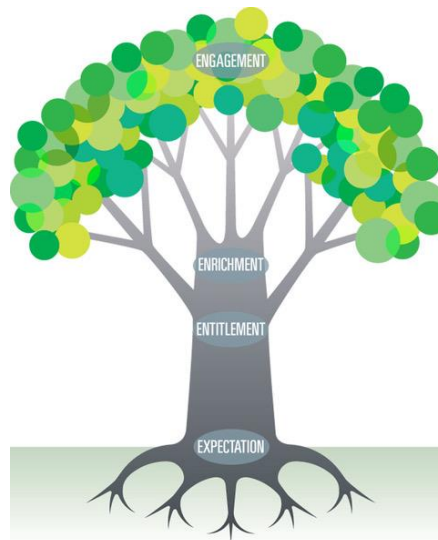
Adopted: Autumn 2022
Review: Autumn 2023

Signed.....(Chair of Trust Board)



Context

Founded in September 2016, Equals Trust (EQT), is a primary multi-academy trust based on the principle of equality with the aim of allowing member schools to maintain their ethos and unique identities. EQT aims for all its schools, staff and pupils to flourish by providing: a tight, local, supportive network, strong mutual accountability, shared support services and a strong collaborative approach to staff development and school improvement (SI).



Expectation:

The vision of Equals Trust states how our schools work together collaboratively and in partnership with each other to achieve the best for the children in our care. It sets the standards for our schools and the parameters of expectation. These are our roots and expectations of all schools within Equals Trust.

We work collaboratively together with a clear purpose and direction, where:

- teaching and learning is at the centre of all we do;
- children enjoy, are engaged in and learn from a curriculum that challenges and excites them;
- we develop responsible citizens who value diversity;
- we ensure a culture of high expectations amongst all our children;
- children value themselves and each other, developing the self-confidence and resilience to face future challenges;
- the contributions made by all stakeholders are valued.

We work effectively in school partnerships to enhance our provision by:

- developing broad and balanced curricula that are: distinctive, detailed (powerful knowledge and skills), progressive and ambitious for all pupils
- extending the learning opportunities and activities for pupils;
- enriching the curriculum through partnership working and shared resources;
- enabling the greater sharing of excellent teaching and learning;
- enhancing the professional development of teaching and support staff;
- building mutual support and accountability for Headteachers and Governors;
- securing cost and resource efficiencies through joint commissioning.

Entitlement:

The National Curriculum is at the core of each of our schools' curricula. It has been extended and developed (using expertise from subject experts and subject associations) to be distinctive to each trust school and its pupils. Each subject is seen as a discipline that has its own unique concepts, processes and knowledge and skill structures. We often identify these as the 'curricular elements' and/or the 'curricular lens' through which learning is viewed and developed. Where opportunities for cross curricular study are meaningful and purposeful, they are taken. There is a clarity and detail over the most important knowledge and skills that pupils are to learn and develop at each stage if they are to achieve the ambitious curricular goals we have set as the end points of 'primary' education in our school. Time has been spent considering and continuously reviewing the order and sequence of this curricula content. There is an ambition for all pupils to have access to a full curriculum and to achieve and attain our ambitious goals for each subject.

In addition to our rigorous approach to the curriculum that pupils study we have an equal focus on how this is taught. Work with partners such as Research Schools and Teaching Schools enables us to support and challenge teachers to develop their subject knowledge, pedagogy and wider practice. We see this as a core element of our work as it is how we will ensure pupils receive their entitlement and ensure teaching -and thus learning- is its most effective. Our range of Equals Trust Practitioners (Lead Practitioners, Research Practitioners and Teaching & Learning Practitioners) support the development of curricula and teaching across Trust schools.

Assessment for Learning is an essential element of ensuring the entitlement is provided. This assessment at all levels (from low stakes questioning activities to end of year tracking of attainment) is used both formatively and summatively with clear purpose and focus. Assessment processes have been reviewed to ensure they are not burdensome on staff and but are informative and purposeful. Trust systems mean that staff time is not spent having to calculate or generate attainment and progress data. Time can go into analysing and planning responses to the data that is automatically provided. We have developed a set of 'Equals Trust Principles for Assessment' these enables schools to work with structured and helpful guidance but in a way that is best suited to their individual school. The consistent methods of data collection and automatic analysis of performance enables the Trust to support schools through common initiatives and trust-wide school improvement. Continuous improvement of this 'entitlement' is the core purpose of our School Improvement Strategy.

Enrichment:

Branching out with Trust-wide activities to enrich the Entitlement.

All schools undertake a huge amount of enrichment activities, for example educational visits and events. Enriching the curriculum through Trust-wide activities are an important part of our collaborative work together, making our Trust a special place for children to thrive. Children will meet and interact with children from other schools, learn from each other and take part in inter-school activities and events.

For example:

- Diversity Project- Pupil Leaders visiting places of worship and sharing learning with peers. All pupils receiving visitors of different faiths and cultures.
- Sports – inter-school tournaments and specialist coaches
- Cultural Story Telling Workshops– Children learning the art of storytelling, working in and supporting children from other schools, ultimately holding a performance evening of storytelling.

- Singing – all schools performing at the Albert Hall in the annual EQT Concert
- E-Safety project – children from all schools developing safety guidance and information.

Engagement:

The two main areas of CPD and School Improvement enable us to deliver the Entitlement through the canopy of Engagement.

Through the work of the School Improvement Lead, our Leadership Group and our range of Equals Trust Practitioners (Lead Practitioners, Research Practitioners and Teaching & Learning Practitioners) we ensure the best practice identified in our schools is shared. This is achieved through our Subject Leader groups, school to school and peer support. All of this -and our partnerships with other organisations- mean we are able to provide excellent shared professional development that enables our staff to thrive and to provide the best practice for the children in our care.

We have a range Subject Leader groups and networks for other areas (such as Pupil Premium and EYFS) as well as ongoing projects to enhance teaching and learning. This includes the development of Equals Trust Practitioners: 'Lead Practitioners' who are externally accredited and provide support to both trust and non-trust schools, 'Research Practitioners' who undertake specific CPD and learning that enables them to offer support to colleagues in their own and other schools and also 'Teaching and Learning Practitioners' who have expertise in specific subjects, year groups or areas of practice.

We are also able to access continuing professional development in collaboration with others outside of the Trust, for example Teaching Schools, Research Schools, the Rushcliffe Learning Alliance networks and the East Midlands Education Support Service. Much of this is made bespoke to the needs of our schools.

As we state in our vision *'teaching and learning is at the centre of all we do'*.

Strategy for Collaborative School Improvement

School Improvement is the core business of EQT. As the responsible maintaining authority for our schools, EQT has a duty to ensure that all of them are in a state of continual improvement. We deliver this through our belief that local leadership and governance -informed and supported by the trust's Executive Team and Leadership Group- can best determine a school's improvement priorities and how to address them. Support and challenge from the wide range of school improvement activities and processes (this 'Strategy for collaborative School Improvement') that are undertaken guide and evaluate each school's priorities and actions. All of this sits as an integral part of our overall EQT improvement and accountability framework.

The EQT improvement team is comprised of the Headteachers from our schools, the trust's School Improvement Lead, the CEO and other EQT Executive Team members. A wide range of other staff members such as our Lead Practitioners also play a crucial role in trust-wide school improvement. Our SI work is co-ordinated, facilitated and evaluated by the School Improvement Lead and reported to the Standards Committee, which supports and challenges Trust practice.

Key Principles:

Our Collaborative School Improvement work will:



Focussed on our vision and informed by our values:

As identified at the start of this document our work is based on the principle of equality with the aim of allowing member schools to maintain their ethos and unique identities. EQT aims for all its schools, staff and pupils to flourish by providing: a tight, local, supportive network; strong mutual accountability; shared support services; and a strong collaborative approach to staff development and school improvement.

The 4 E's (Expectation, Entitlement, Enrichment and Engagement) are an integral part of our SI work and we do what is best for our pupils as we know that will also be best when we are evaluated externally (OFSTED, pupil outcomes, etc).

Collective commitment and responsibility:

Our SI work is developed around the principle of collective value. Via the Leadership Group schools are provided with the ability to participate in important Trust-wide decisions related to improvement priorities; the spending of the annual "EQT 1% School Improvement Fund". Head Teachers recognise that as a group there is a collective responsibility to make each EQT school the best it can be for its pupils.

Our SI activity enables: networks of staff across our schools to agree goals which have a direct and measurable impact on positive pupil outcomes; teaching staff to gain insight into best practice and learning from one another through professional conversations and CPD; both formal and informal peer partnership to take place.

Capacity:

Across EQT schools recognise that we have a wide range of specialisms and expertise in a variety of areas. Some are known through being National Leaders of Education (NLE), Local Leaders of Education (LLE) Specialist Leaders in Education (SLE) and other accreditation such as Apple Distinguished Educator, Maths Hub Specialist and School Behaviour and Attendance Partnership Lead. In addition we have trust-wide Lead Practitioners (Science, Geography, History, Art, DT and Computing) and Speech and Language Therapy staff, However, we also recognise that across our schools there are staff who, in their day to day work, demonstrate skill, knowledge and understanding without having any formal designation.

Via the Leadership Group all Head Teachers are able to contribute to identifying trust wide improvement priorities and also to identifying staff within their schools who have the knowledge, skills and motivation to support and lead others. We endeavour to have a strong understanding of where specific expertise exists across EQT and how it can be used to support other schools.

As part of our school improvement work, EQT makes a commitment to all its schools to invest in improvement activity that delivers support and change. In return, there are agreed expectations for how this is resourced: All EQT Headteachers are part of the Leadership Group team, and make a commitment to actively contribute to the MAT improvement priorities and be equally mindful of the needs of other schools as well as the needs of their own school; all schools commit to undertake school improvement activity outside of their school where they have expertise and capacity to help another school; all teaching staff will be supported and encouraged to engage in CPD and networking events

Information gathering and ongoing evaluation

Each school implements its own school improvement processes and ongoing evaluative activity. This is supported by ongoing SI work that both challenges and supports. This SI work is done by a range of approaches including: half termly SI visits by the SI Lead, Lead Practitioner network events that include a focus on providing CPD for subject leaders, and Lead Practitioners working 1-1 with schools and subject leaders.

All EQT schools gather pupil outcomes information, both consistently across the trust and at a distinctive school level (see detail in Shared Processes section below).

The Leadership Group are continually reviewing where there are patterns and consistency in the information gathered across schools and how this can best be responded to collectively.

Shared processes that remove repetition and enable informed evaluation

As a trust we have developed a range of documents and process (such as Attainment and Achievement Overview reports, absence analysis, behaviour analysis and HT, SEF and SIP formats) that enable our schools to undertake benchmarked self-review. SI activities do not require any school-based activity or work to have to be repeated in another format or way. SI visits focus on undertaking joint activity that is already on the school's own plan of improvement and evaluation activities.

Reporting systems for pupil related outcomes make use of effective technologies that enable reporting at all levels (pupil level up to trust-wide level for the EQT Board) to be automatic and synchronised.

Local Governing Bodies are supported through checklists and access to benchmarked outcomes information to undertake their strategic improvement responsibilities.

Wide range of improvement activity that is distinctive to each school and person

Whilst our SI strategy has a core set of activities (see appendix 1) we are clear that it should be made bespoke to each school and its distinctive needs. Joint activities with the SI Lead and other SI staff such as Leading Practitioners are always focussed on the current priorities of the school. How these are undertaken varies depending upon the context of the individuals who the work is with. A key feature of our SI work is that it is not always undertaken with only members of the SLT at each school.

Outward facing and make use of the expertise of others outside of EQT

Whilst making use of our combined capacity we also recognise that there are a great many other individuals and organisations beyond EQT who have knowledge, expertise and opportunity beyond that which exists within our trust.

We have proactive links with individuals and organisations such as Dr Jeannie Bulman, Derby Research School, Flying High Teaching School Hub, East Midlands East Maths Hub, East Midlands Education Trust and both the Nottinghamshire and Lincolnshire English Hubs.

Via these networks we are able to provide our staff with leadership qualifications and training such as the range of NPQs.

Our collective capacity and numbers also means that we are able to commission bespoke CPD support for our schools from people such as White Rose Maths. This in turn enables our staff to access professional development that would otherwise be unavailable to them.

Challenging and supportive

We recognise that to be fully effective our SI activity must provide challenge and have an expectation to strive for the best for our pupils and staff. We aim for provision and outcomes in all

our schools to be exceptional and above that which is typical. To achieve this we accept that we must: avoid becoming complacent, be willing to ask the tough questions and identify the granular areas for further improvement. However, we also recognise that our SI activity must identify and celebrate improvements and success. Where areas for improvement are identified our schools will not be left to find solutions for themselves. We build time into SI visits to allow the identification of solutions and actions that can bring around improvements. This is where our combined capacity, expertise and experiences can support each other to improve.

Roles and Responsibilities

EQT's responsibilities:

- to ensure fair access to all schools for every child
- to support vulnerable children including Children Looked After, others entitled to Pupil Premium, other disadvantaged pupils, those with special educational needs and those for whom alternative provision best meets their needs
- to support schools to improve or maintain educational performance
- to recognise the role of head teachers as leaders of school improvement
- to develop and enhance partnership working with the LA, schools and other organisations
- to ensure the rigorous implementation of well-focused improvement plans that are based on robust self-evaluation
- to evaluate the school improvement work of the trust and ensure it focussed on the correct priorities

CEO's responsibilities:

- to line manage School Improvement Lead and Head Teachers
- to ensure school improvement provision has sufficient capacity to meet its responsibilities
- to lead an integrated response to situations where schools need additional support and guidance
- to advise the Leadership Group on the focus of the spend of the 1% School Improvement Pot
- to report to the EQT Trust Board
- to contribute to school evaluation
- to ensure that there is effective intervention and follow up in schools where concerns have been identified by school improvement staff
- to lead Trust self-evaluation and improvement planning

School Improvement Lead's responsibilities:

- to lead the organisation of trust-wide school improvement activity
- to lead other staff who are undertaking school improvement work
- to lead the collation and analysis of consistent and accurate trust-wide assessment information
- to ensure school improvement activity is strategically planned, integrated and coherent
- to contribute to the EQT Leadership Group
- to advise the Leadership Group on the focus of the spend of the 1% School Improvement Pot
- to contribute to school evaluation and improvement on behalf of EQT
- to provide professional challenge and support
- to report to the Trust, headteachers and LGBs
- to respond to requests to provide advice to the governing body on the headteacher's performance management objectives and the school's performance management systems
- to contribute to EQT self-evaluation
- to keep up to date with national developments and share these with schools
- to support headteachers with key strategic school improvement activity such as leadership recruitment
- to develop and maintain relationships with other organisations and agencies who can contribute to school improvement activity

Head Teachers' responsibilities:

- to contribute to the EQT Leadership Group
- to recognise the needs of all schools when considering the focus of the spend of the 1% School Improvement Pot
- to ensure all agreed trust-wide activities and processes are accurately implemented in their school
- to ensure their own school staff engage with school improvement activity
- to follow up on trust wide school improvement CPD their staff have attended and ensure they have capacity and support to implement it
- to offer their own school's expertise and capacity to support other schools who would benefit from it
- the improvement of the quality of education in their own school

A Research Informed Approach to School Improvement:

We believe that it is important our work as a trust, as schools and as professionals is informed by experience and research. This will ensure that our efforts and resources are focussed on the most proven approaches and strategies.

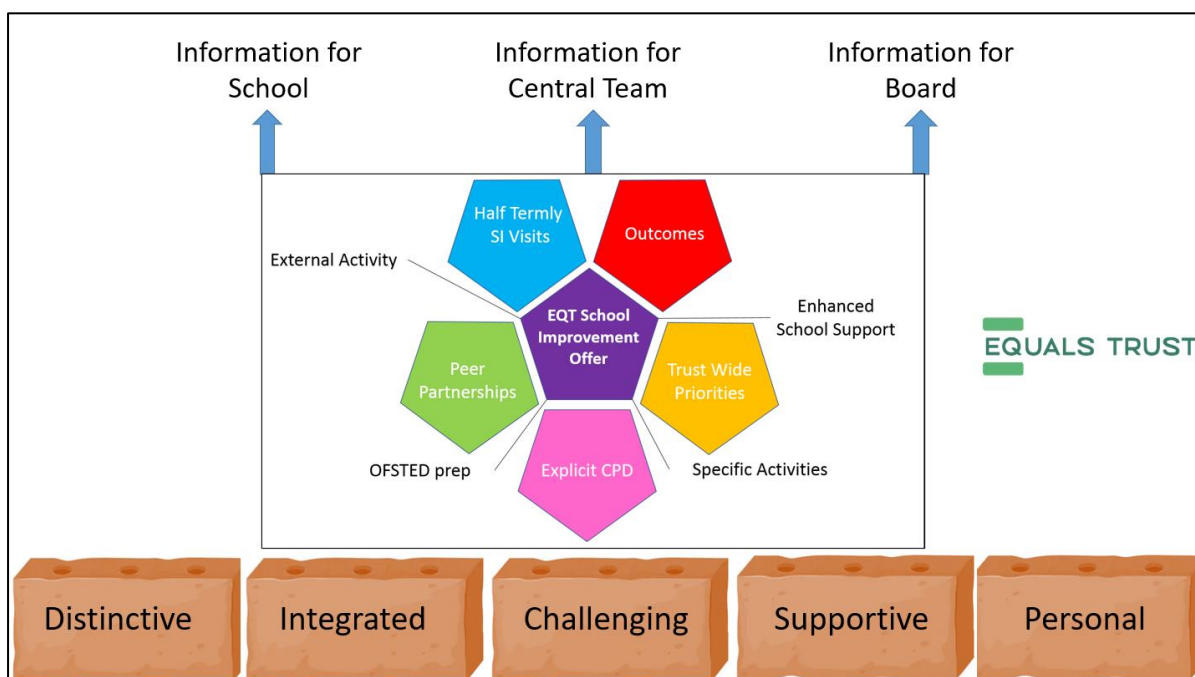
Ambition Institute identified the following 10 features as those that are consistent with effective and high performing trusts:

Identified Feature	EQT
They know their schools well quantitatively	<p>We have a culture of high expectations and we use benchmarks such as national conversion rates and FFT Aspire to inform demanding targets.</p> <p>We monitor progress and performance in real time at key points across the year. We use nationally standardised assessment materials for this purpose so we can benchmark both within and beyond the trust. From this we have a standard core data set that is understood and used at all levels from class teacher up to board director. This can be presented in varying degrees of depth according to the audience. This means teachers and leaders are able to use the data as a formative assessment tool, while board members have access to a dashboard that provides a graphic overview of how each school is performing.</p> <p>We also track performance in areas such as attendance (of staff and pupils), exclusions, , applications for admissions and financial management.</p> <p>Knowing our schools well also means that a performance management is well focussed and is informed by high expectations and benchmarked information.</p>
They ensure their academies work together	<p>As a result of knowing each of our schools well we are able to deploy proven expertise in one school to support another. This is predominantly informed by joint evaluation activities undertaken by Senior Leaders at each school and our SIL who is a registered OFSTED inspector. It can also include peer review.</p> <p>Our Leadership Group of Head Teachers and the SIL have worked to identify Lead Practitioners for specific subjects and these members of staff offer guidance and support across all trust schools. They are also used to provide intensive support where need is identified. The SIL leads this team and their deployment.</p> <p>Our schools also work together on moderating assessment judgements.</p> <p>EQT schools also work together extensively to offer a wide range of pupil enrichment activities for pupils across all schools.</p>
They adapt strategies for an academy's context	<p>We have a detailed evidence informed understanding of where each school is on its school improvement journey and have worked with Head Teachers to pinpoint precisely the issues that need to be addressed for the school to improve further.</p> <p>We ensure that our resources are mobilised to tackle these weaknesses. However, this is more than just tackling areas of weakness it also about improving strengths further or ensuring they remain. The frequency and nature of school improvement support offered by the trust is made bespoke to each school and Head</p>

	Teacher. While we have a structure and cycle to our school improvement work some of the specific activities undertaken at each school will vary based on their current needs and focus.
They deploy their expertise strategically	We use leaders from our schools who have proven success in specific areas to support other schools that have particular problems or challenges. This in turn enables these supporting leaders to reflect upon and improve their own practice. Not only does this make the best use of expertise but it can help us to retain able staff that might otherwise decide to move on. The experience of offering very specific support has also been proven to grow our middle leaders and prepare them for taking on more responsibility in their own or other schools.
They coach improvement in teaching and learning	Improving the quality of teaching and learning is integral to improving the performance of our pupils. Through our school improvement visits and CPD provision we promote a coaching approach to bringing around improvements in teaching and learning. Our trust Associate Leader has undertaken accredited training in coaching and deploys this approach in the school she is based in but also during her support of other trust schools. Our ECTs and middle leaders access accredited training such as the NPQs and this training is based on a coaching model.
They use enquiry based learning as the flywheel to accelerate improvement	This is the flip side of the coaching coin. We see great teaching as being more than the refinement of professional practice – important though that is – and viewing teachers as learners. Through our networks we enable teachers to share professional practise that has proven successful in their classroom. We have many teachers who undertake their own reading and research into how to improve teaching and learning and they are supported by their school to trial approaches. Where these are successful they are shared with other staff and schools.
They empower their middle leaders	We know that our schools gain real energy and momentum when middle leaders are empowered to work on curriculum, pedagogy or pastoral issues. To enable them to do so successfully we offer them guidance and support through: CPD at network events, joint work with the SIL, Associate Leader or a Lead Practitioner and partnership work with other middle leaders.
They evolve and apply some non-negotiables	In order to enable much of the work identified above our schools agree to some specific operational consistency in areas such as: assessment reporting, absence recording and analysis, wider pupil outcomes reporting in Head Teacher reports, Governing Body checklists, financial, business and data systems, school policies and HR. Our agreed Principles for Learning and EQT values ensure we remain consistent in our expectations of ourselves and each other. In order to support middle leaders in each school but also to enable support across schools we have developed a range of leadership resources that enable subject leaders to evaluate their subject in their school. These are flexible enough to enable the specific needs of each school to be recognised but also ensure we have a consistent trust-wide language for the evaluation and development of the quality of education in each subject.
They work with and learn from other schools	Whilst striving to make best use of the expertise that exists within EQT we also appreciate that we need the stimulus, challenge and

	<p>learning that comes from engaging with schools and practice outside of EQT.</p> <p>Our school are encouraged to work with other schools outside of the trust and to engage in partnerships with other organisations such as: Local Teaching Schools, regional English Hubs, the regional Maths Hub, Derby Research School, their district SBAP, LA Specialist Services, Inspiring Leaders, Talk for Writing, Read Write Inc, Little Wandle and other organisations.</p>
<p>They know their impact</p>	<p>We are able to demonstrate the impact we have had on improving academies within the chain. This has been identified as a key strength of the trust in recent OFSTED inspections our schools have received. Our academic outcomes have improved between 2019 and 2022 and where COVID has impacted on outcomes this has been to a far smaller amount than that seen in national outcomes.</p> <p>School Improvement elements of the trust’s Improvement Plan have met their success criteria in recent years and this has been supported by outcomes and inspection findings.</p>

School Improvement Cycle for EQT: (see SI Calendar in appendices)



Reporting Principles

The SIL will always base written commentary, judgments and recommendations upon evidence that has been discussed fully with the Head Teacher. The documentation will ensure that the Head Teacher, Governors and the Trust are all aware of agreed next steps. A summary of these reports is a fixed Local Governing Body agenda item each term. Each term the Chair of Governors is provided with an updated copy and they and the Headteacher provide the summary to the Local Governing Body. For all schools there will be a single document that includes a summary of each visit throughout the year. This document is supported by each school's Attainment and Achievement Overview booklet that is updated throughout the year as part of SI visits. These documents also include summary of the agreed evaluations for the educational elements that feed into the 'EQT School Overview' document that the CEO reviews with each school termly. The reports are not written to be shared with external agencies such as OFSTED, their purpose is to serve as a summary of key activities, actions and agreed next steps.

Other Relevant Documents and information

This document should be considered alongside other documents relevant to School Improvement within Equals Trust and the DfE which include:

- EQT Principles for Learning
- EQT Local Governing Body Guidelines, timetable and checklists
- EQT Strategic Plan
- EQT Policy Schedule
- EQT Local Governing Body Terms of Reference
- EQT Scheme of Delegation
- EQT Governance Structure
- EQT Annual Governor Checklist Timetable

Appendices

Overview of School and Trust Level School Improvement Reporting

School Improvement Visits Calendar Overview

Overview of School and Trust Level School Improvement Reporting

	Autumn Term	Spring Term	Summer Term
School Level to Governing Body	HT Report <i>(includes: Contextual factors and profile of school roll, attendance, exclusions, staffing factors, SEF judgements, finance overview, H&S, complaints, safeguarding factors, personal development related reportable incidents).</i>	HT Report <i>(includes: Contextual factors and profile of school roll, attendance, exclusions, staffing factors, SEF judgements, finance overview, H&S, complaints, safeguarding factors, personal development related reportable incidents).</i>	HT Report <i>(includes: Contextual factors and profile of school roll, attendance, exclusions, staffing factors, SEF judgements, finance overview, H&S, complaints, safeguarding factors, personal development related reportable incidents).</i>
	EQT Attainment & Achievement Overview Booklet. School Improvement Visits summary report (via HT and Chair of Governors)	EQT Attainment & Achievement Overview Booklet. School Improvement Visits summary report (via HT and Chair of Governors)	EQT Attainment & Achievement Overview Booklet. School Improvement Visits summary report (via HT and Chair of Governors)
	Pupil Outcomes (statutory assessments points), Targets, SIP, SEF, PP strategy, Sport Funding statement, SEND Report.	SIP milestones update	SIP milestones update
	SIP milestones update		
	SEF sections: Overall Effectiveness, Behaviour and Attitudes	SEF sections: Quality of Education, Personal Development	SEF sections: EYFS, Leadership and Management
Governing Body Checklists: Performance Management, School Development, Pupil Progress, Documentation, Pupil Groups and costing	Governing Body Checklists: Buildings and Equipment, Curriculum, LGB Development	Governing Body Checklists: Child Protection, Lifestyle Choices, Pupil Progress	
Trust Level to EQT Standards Committee	Validated statutory outcomes from end of previous year. End of Yr5 achievement detail for new Yr6. Full year absence and exclusion updates if not covered in Summer Term. Summary of any Governor checklists from previous term.	End of Autumn and Mid Year Yr6 outcomes. Mid Year absence and exclusion. Summary of any Governor checklists from previous term. Educational elements of School Overview.	Provisional statutory outcomes from end of academic year. Full year absence and exclusion if available. Summary of any Governor checklists from previous term. Educational elements of School Overview.

	Educational elements of School Overview.		
Via School Improvement Visits by SI Lead (# also to Governing Body)	Targets, SIP, SEF, PP strategy, Sport Funding statement, SEND Report.	SIP update against milestones Mid Year Assessment Outcomes	SIP update against milestones/success criteria End of Year Assessment Outcomes

	School Improvement Visits Calendar Overview					
	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	Review of any remaining end of year data. Targets Improvement Plans and strategies	Joint Activities linked to school priorities Any new national data	Focus on key SIP milestones Mid-year summary if data available or Joint Activities	Focus on key SIP milestones Joint Activities or mid-year summary if not done in Term 3	Joint Activities	Focus on end of year outcomes
Key documents provided before to use on day	Pupil performance data and analysis of this Initial SIP priority summaries (or full SIP if later in the half term) SEF, Absence & Exclusion Summary, PP Strategy, Sport	Full SDP if not on visit 1 SEF ASP/FFT (if available) Any other documents school sees as relevant	Full SIP with any review/evaluations identified Any other documents school sees as relevant Absence & Exclusion Summary	Full SIP with any review/evaluations identified (if not done term 3) Any other documents school sees as relevant	Full SIP with any updated review/evaluations identified Any other documents school sees as relevant Absence & Exclusion Summary	Full SIP with any updated review/evaluations identified Any other documents school sees as relevant

	Funding Strategy					
School Improvement documentation completed on day	Completion of SI discussion record booklet and Attainment & Achievement overview booklet (where applicable)	Completion of SI discussion record booklet	Completion of SI discussion record booklet and Attainment & Achievement overview booklet (where applicable)	Completion of SI discussion record booklet and Attainment & Achievement overview booklet (where applicable)	Completion of SI discussion record booklet	Completion of SI discussion record booklet and Attainment & Achievement overview booklet (where applicable)
Possible other SI activities to support school's own planned activities	Review of SIP and SEF. Review of targets and PP strategy. Learning Walk. Joint Activities	Review of SIP & SEF. Lesson visits. Work Scrutiny with pupils. Safeguarding activity.	Joint activities with Middle Leaders. Pupil view on SMSC/PDB&W.	Comparing curriculum plans and pupil work Lesson visits	Work scrutiny with pupils. Safeguarding activity. Joint activities with leaders.	SEF Identification of draft priorities for next year