

School Improvement Offer



Enabling children to flourish and succeed

RISE 
Flourish and succeed

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WHICH OFFER?

School Improvement at Rise

Our Vision for School Improvement

Our overarching vision for the Trust is that pupils, staff and whole school communities will flourish and succeed, as a family of schools.

We believe that every school should have the most appropriate level of support to be able to strive for, and achieve excellence. The principles underlying our improvement strategy are ambition, equity and entitlement. We understand that schools are unique places, and as such have designed a multi-faceted school improvement offer.

Crucially, our vision for school improvement is one of sustainability, with a 'doing with' rather than a 'done to' approach. This allows for the development of leaders at all levels and ensuring that our staff in schools are highly skilled in getting the best outcomes for children.

Design

As a Multi-Academy-Trust we have a range of schools with individual contexts and needs. The design of our offer has a tiered approach, with four levels of support for schools depending on their individual needs, in line with our principles of equity and entitlement.

All schools receive the 'Universal' offer, which has been developed to allow any school to improve, regardless of current effectiveness.

Tiers

Universal

The universal entitlement of all schools within the trust.

Designed to enable good schools to become great and the basis on which each of our tiers begins.

Enhanced

For schools who are in need of regular support to enable rapid improvements.

Enhanced comprises the 'Focused' offer, plus other enhancements to support the school.

Advanced

For our most vulnerable schools that require intense intervention through a bespoke programme of support.

The Universal offer is still accessed alongside wider enhancements to ensure rapid gains are made.

The Tiered Approach

In order to direct our resources appropriately and provide an equitable improvement offer, there is a clear and transparent system to determine which level of support each individual school will receive over the academic year.

Through an accurate review process, we use a number of set indicators to identify and classify schools into 'tiers' to determine the level of support they will receive, according to their individual need. Each 'tier' corresponds to the improvement offer that schools in that tier will receive as standard across the year.

Defining and Delivering

This identification and classification of schools is done through a number of mechanisms. Data analysis, review of key documentation including SEF & Strategic Plan, and an in-school review by the Director of Education and the Education Improvement Team form part of the identification process.

The indicators for each 'tier' are not an exhaustive list, and there will be nuance in the categorisation of schools, through discussion between school leaders, the Director of Education, and the CEO. The classification of schools will be continually monitored throughout the year, with formal reviews taking place annually.

The Universal Offer

Our Universal Offer is an entitlement for all schools within the trust. The way the offer is constructed ensures a clear focus on development, rather than purely monitoring. Research-led approaches and the sharing of best practice form the bedrock for the offer, with CPD for staff at all levels, ensuring that all colleagues have the tools to enable them, their pupils, and their communities to flourish and succeed.

Reviews	Support and Development Visits	ECT Support	DSL Supervision
Professional Networks	Curriculum Access & Support	SIAMS Support	Governor Training
Central CPD	New to Role Mentoring	Access to Talent Pool	Early Reading Support

Review

Our review and support cycle is designed so that individual aspects of a schools effectiveness are looked at in-depth with school leaders, with clear actions identified and support given to implement these. Reviews are conducted by members of the Education Improvement Team who have a specialism in each specific area. Each school will receive six reviews across an academic year (church schools will receive an additional review focused on culture, ethos & Christian distinctiveness), planned in a cycle so there is time between reviews to undertake meaningful improvement work.

ECT Support

We recognise that although ECTs have a comprehensive programme of support through their training provider and school-based mentor, we want to go further in nurturing those new to the career. Having the opportunity to visit teachers in other schools, networking with other ECTs within the trust, and receiving additional training on aspects not covered by the ECF all form part of the support offer.

Support & Development Visits

For each review area there will be at least one Support & Development visit that focuses on working with school leaders to implement improvements in that particular area. The visits are developmental, with a particular focus on the progress since the last visit/review, and how to implement further improvements.

DSL Supervision

The role of the DSL in school can often be emotionally draining and there are not many outlets for our DSLs to discuss this openly due to the confidential nature of the role. We offer DSL supervision for our DSLs either within a group setting or individually. This is both a place for offloading and also to work through and discuss difficult cases and feel supported through the process. Our Supervisor is fully trained through the NSPCC to deliver supervision, and has an in-depth knowledge of safeguarding and years of experience in the sector.

Rise Curriculum

All of the teachers and leaders in our schools have access to the 'Rise Curriculum'. A knowledge rich, logically sequenced curriculum that has been designed with ambition for our pupils at its heart, enabling them to remember more over time.

Schools have access to the full suite of plans, vocabulary lists, quizzes, and a range of supporting documents to aid in the delivery of the learning, for both pupils and staff. Our curriculum has been written by teachers, for teachers, and is steeped in evidence-led practice.

We currently offer History, Geography, Art, DT and Science, with more subjects being written. While it is not compulsory, it is a good benchmark for schools to check their own curricular outcomes against. However, the majority of schools are using the Rise curriculum due to the strength of the materials, its strong outcomes for pupils, and success that has been highlighted through external inspections.

The curriculum significantly cuts down on teacher workload as each lesson comes with a presentation, lesson plan, and a teacher knowledge pack. Our teacher knowledge packs outline all the subject knowledge needed to teach the lesson sequence successfully. The focus on vocabulary enables teachers to know what needs pre-teaching and where it fits in the sequence of learning, including prior and future links in different year groups.



Networks

Professional Networks:

As a trust we value collaboration and working together to achieve more. We offer a range of professional networks to facilitate and guide improvements in both subject areas, and aspects those with leadership have responsibility for.

Subject Networks:

Subject networks bring together subject leaders from across the trust to enhance their practice, and ensure curriculum areas are strong and continually developing in all our schools. This can be through a variety of means, for example looking at how we evaluate the quality of our curriculum to how we provide subject specific coaching to teachers to enhance classroom practice. We currently hold 11 subject specific networks, those being;

English* Maths* Science* Art & DT* History* Geography* RE* Computing*
Music* MFL* PSHCE

As part of our networks we also moderate and benchmark through the sharing of outcomes from across the trust, learning from, and supporting each other.

Leadership Networks:

We currently offer 3 leadership networks across the trust, those being;

Senior Leadership Network | EYFS Network | Inclusion Network

Each network looks at their specific area in depth, but the focus on trust strategy, national developments, and implementing best practice is a common theme through them all. The Senior Leadership network is where we bring Headteachers/Executive Headteachers and their senior teams together. We seek to develop personal leadership skills, and also to delve deeper into effective school improvement and work together to ensure trust priorities are being achieved.

SIAMS Support

Christian distinctiveness, ethos, vision and values lie at the very heart of our church schools and are fundamental to providing an environment where all children and adults can flourish and succeed. Ensuring and enabling a distinctive Christian education lies within each element of our improvement strategies but we are also committed to offering specific support for our church schools. This includes a specific review focused on Culture & Ethos, high quality CPD, supportive visits, and guidance on preparing for SIAMS inspections.

Governor Training

Expert governance is a key component of great schools, and something we are keen to continue developing across the trust. We offer our local governors a strong training and development offer, with regular training on how to be an effective local governor within our scheme of delegation and the opportunity to develop advocacy skills through our different advocate networks. Where local governance is vulnerable we also provide additional resource and support to strengthen it.

Central CPD

As a trust, we put professional development at the heart of all our improvement strategies, as we know that is the best way to raise outcomes for pupils. We offer a range of CPD opportunities for staff at different levels across the trust and create career pathways for those that work with children, and those that do not. Our use of the apprenticeship levy to support staff development, and our commitment to developing people ensures our trust CPD is of high quality and has impact for those engaged in programmes. We offer 15 trust-led CPD sessions for all teachers across the trust, focused on developing general teaching & learning strategies as well as subject specific strategies. The CPD is led by our trust Teaching & Learning leads in line with the EEF guidance on effective professional development.

Rise Talent Pool

People are our biggest resource, and we take that seriously. The Rise Talent Pool allows members of staff the opportunity to apply and interview for certain future positions that may become available across the trust. There is then the opportunity to be 'matched' with roles as and when they come available, with the first right of refusal before an external advert.

Early Reading Support

We know reading is the key to accessing the curriculum, and learning this as early as possible is crucial. We offer schools who require support with early reading a full review and follow up visits to ensure pupils get the best start. Schools who achieve less than national phonics outcomes will automatically receive the review and support.

New to Role Mentoring

We recognise that stepping into a new role is both exciting, and often potentially daunting. We offer 'new to role' mentoring as part of our school improvement offer as a way to support those new to specific roles with a mentor outside of their school who has experience in the role they have undertaken. Providing a sounding board, supporting with knowledge-building, and providing shadowing opportunities are all aspects of the 'new to role' mentoring to ensure anybody stepping into the role for the first time is successful and thrives.

We currently offer mentoring for the following roles/school areas:

Executive Headteacher
Headteacher
Deputy/Assistant Headteacher
EYFS Leader and/or teacher
SENDCo
Year 6 teacher

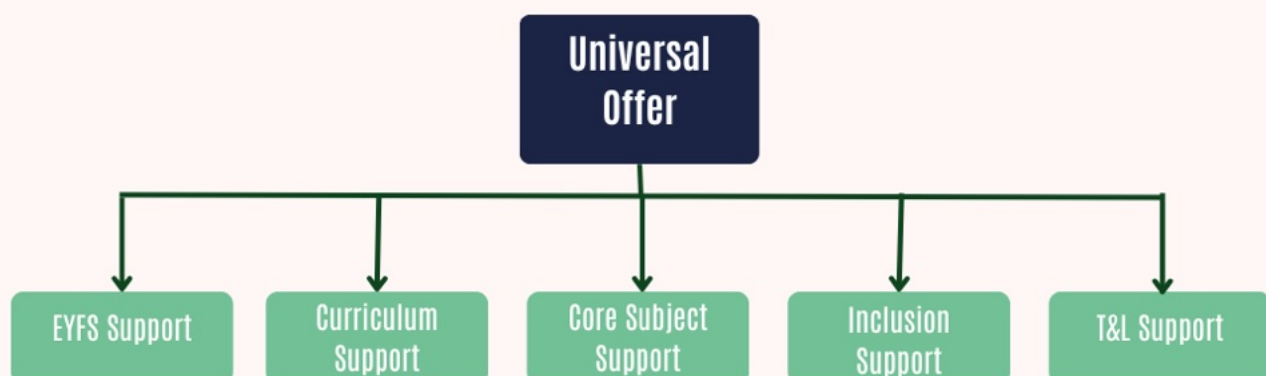
We also offer a 'New to Headship' programme that supports headteachers new to role both in trust systems, and elements of leadership that are not covered by the NPQH.

The Enhanced Offer

The Enhanced offer is for schools who need to make sustained improvements quickly. This tier of offer benefits from bespoke support from the Education Improvement Team in key areas. The specialists working with the school will provide additional support while building capacity in the relevant areas. The support will take on a variety of forms from CPD for staff, to visits with leaders, to reviewing areas and forming plans to address areas for development.



THE ENHANCED OFFER



A young girl with blonde hair, wearing a maroon school sweater over a white collared shirt, is sitting at a desk. She is smiling and looking towards the right. In front of her is a large open book with handwritten notes. She is holding a yellow pencil in her right hand. The background is a blurred classroom setting with a window showing greenery outside.

Trust Lead Support

Additional expert advice & support

Focused development

The Advanced Offer

Our Advanced offer is for the most vulnerable schools. Specifically designed for schools in crisis, or those not performing rapidly enough after accessing wider support, it benefits from a bespoke package of intense school improvement, while being guided by a 'link' senior member of the Education Improvement Team. This includes 3-weekly progress review meetings. The additionality the school receives to the Universal offer is substantial, while also building capacity to ensure sustainability once the support is removed. This tier of offer also benefits from access to all the trust subject leaders, and priority reviews across the year.



THE ADVANCED OFFER



Trust Support Plan

**Focus on rapid,
sustainable
improvement**

**CPD Delivery
Support**

Which Offer?

While there is nuance as to which offer schools receive, we do have some indicators as to which offer a school may need. Whether this is Ofsted judgements, capacity limitations, or weak pupil outcomes, there are a range of indicators we use to decide which tier schools are in, and which offer they receive. Below is a distillation of some of the indicators and which offer the school would likely receive.

Universal

‘Good’ or better Ofsted judgement
with little risk of changing
Trust agrees with SEF
Stable pupil outcomes
Stability in staffing
Positive stakeholder voice
Strong capacity for improvement
Strong SIAMS Inspection (church
schools)

Enhanced

Provision not yet ‘Good’ and in
need of rapid improvement
Less than good inspection, inc.
weak ungraded inspection
Weak/downward trend of pupil
Outcomes
Variable provision
Instability in staffing
Variable capacity for
improvement
Variable stakeholder voice

Advanced

Schools in crisis, and/or judged
inadequate externally
Schools not improving after
additional support
Unstable leadership and/or
staffing
Primarily negative stakeholder
voice
Limited capacity for
improvement
+ elements from Tier B
indicators

