



DIOCESE OF SALFORD

**Catholic Academy Trust
Framework for Continuous Improvement**

Diocesan Department for Education (DDfE)

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Foreword

This Diocesan Department for Education (DDfE) Model Framework for Continuous Academy Improvement will apply to all academies and MATs until such a time that a MAT has in place its own rigorous, robust and externally moderated framework for continuous academy improvement.

Its aim is to set out the DDfE/Trust's roles and responsibilities in challenging and supporting academies to improve and provide the very best outcomes for the children and young people entrusted to our care, in a system that is led by academies for the benefit of all. It describes a shared commitment to target resources not only to meet the greatest need, but to ensure that our good and outstanding schools also continue to improve and thrive.

There are a number of key areas which will support academy improvement and effectiveness at all phases and across the system, including:

- Providing targeted support to individual academies, allowing them to improve and flourish;
- Reviewing provision to ensure we can meet need effectively;
- Improving academy leadership, management and governance.

Additional actions in each of these areas have been identified to support and accelerate improvement in our academies that are most vulnerable at any given point in time.

As required through the Scheme of Delegation, this Framework sets out how each Multi-Academy Trust (MAT) will risk assess and then categorise academies so that proportionate resources can be targeted to support and challenge those academies most in need. This is also important to ensure that more successful academies continue to be rated highly by Ofsted and S48 Inspectors and contribute to the development of effective system leaders. It also outlines the circumstances under which we may need to intervene formally in academies which are causing concern.

We will work in partnership with all academies, headteachers and local governing bodies, staff, partners, families and communities to benefit our children and young people.

Simon Smith
(Director of Education)

1. Introduction to the DDFE Model Framework for Continuous Academy Improvement

This Framework sets out the processes and procedures by which each Trust and its academies work together to ensure that all academies offer the highest quality of education to all pupils. There is a clear expectation that each Academy is judged good or outstanding as a result of inspection by Ofsted and S48 inspectors. The aim of this framework document is also to set out the relationship between the Trust and all academies, in raising children and young people's achievement, through the partnership between academy leaders, local governing bodies (LGB) and the Trust.

The overriding principle is that each Trust's academies are responsible for the standards that children and young people achieve and that they should work together to address areas of weakness and share good practice. Crucially, the Headteacher is the most senior leader at each academy charged with ensuring and driving continuous school improvement. S/he, with their leadership team and local governing body is the first line of continuous improvement resource accountable for securing year-on-year improvement to learning and faith outcomes for all pupils on the academy's roll. As far as academy continuous improvement is concerned, the Trust has a role to intervene formally when necessary. The Trust has the overall responsibility for the safety, health, well-being and achievement of all children and young people and therefore it has a responsibility to ensure all academies offer the highest quality of sufficient and appropriate education and keep all children and young people safe and healthy.

A key priority within this plan is "Raising the achievement and progress of all children and young people in a diocesan academy" and this has a number of specific outcome areas:

- Taking all reasonable steps to ensure that all our children are ready to participate fully in school life ;
- Improving and maintaining attendance and engagement in school at all key stages, including at transition points;
- Raising participation in education and training by ensuring all young people stay in education, employment or training at 16-19 (i.e., avoid becoming NEET);
- Raising achievement and progress for all our children and young people, from the Early Years Foundation Stage through to Key Stage 4;
- Closing achievement gaps by improving the attainment and progress of groups in all phases that under-achieve, so that all our children and young people are ready and able to access the best education, further education, training and employment opportunities open to them.

Each MATs Articles of Association are explicit in requiring MATs and individual academies to deliver outstanding spiritual, moral and learning outcomes for children and young people by collaborating as a Catholic community of academies, working together and with others, and based on excellent leadership and teaching, with Gospel values at its heart.

The vision for continuous academy improvement is that "All academies will enable children and young people to achieve their best and ensure they make at least good progress throughout their time in education, and that all DDFE academies will be judged good or outstanding by Ofsted and S48 inspectors, ensuring children are confident learners, safe and happy."

Continuous academy improvement is a key responsibility of both the LGB and the Trust, and the outcomes for children and young people are a responsibility of its Directors. Directors are kept informed by regular reports to the Trust's Standards Committee and Board. Additionally, the Trust is accountable to the DDfE and Regional Schools Commissioner (RSC) on academy effectiveness and pupil performance and will work closely with all key partners on improving outcomes for children and young people and academy effectiveness, particularly where there is cause for concern.

This framework will be revised as and when necessary to reflect changes in legislation.

2. DDfE Context for Continuous Academy Improvement

The DDfE will commission a data dashboard for all diocesan schools alongside a more detailed benchmarking analysis as a start point for school/academy improvement, support and a measure of diocesan wide and MAT specific performance. Schools/academies will be benchmarked by agreed criteria in order to ensure that both support and best practice is shared.

Where formal intervention is required in an academy, to improve outcomes for pupils rapidly, the DDfE/Trust's Executive Team will co-ordinate and lead this intervention process.

Partnership working beyond our academies is critically important to ensure they can provide the early intervention and support that children, young people and families need; and to ensure that we meet our safeguarding obligations. This includes maintaining and developing good partnership structures, relationships, systems and support regarding special educational needs and disability (SEND), early help and safeguarding, including ensuring that we protect children and young people who are at risk of sexual exploitation or radicalisation as well as those who may be children looked after or in need.

3. DDfE Academy Continuous Improvement Principles and Priorities

Principles

To secure continuous academy improvement and effectiveness, we have the following principles:

- Taking a holistic and evidence based approach to academy improvement;
- Demonstrating equity and a targeted approach – meaning that we target the academy improvement resources to both meet need and promote excellence;
- Being inclusive through championing the most vulnerable and disadvantaged children and young people;
- Being highly aspirational for our most able children and young people;
- Being accountable and transparent by focusing on academy leadership, management and local governance;
- Collaborating and working towards an academy-led system of self-improvement which is based on the DDfE, DSA, MATs, Teaching Schools, peer to peer support and partnership working.

Priorities

Working together with headteachers, local governing bodies, DfE, RSC, Ofsted, the DfE, the local authority, local clergy and other partners, the Trust will focus its academy improvement work on achieving the following outcomes:

Priority 1

Establishing an Academy Improvement Framework and School Improvement Strategy to drive continuous improvement across the Trust;

Priority 2

Maintaining and improving academy inspection performance, ensuring that provision in all phases in all Trust academies is at least good, with an increasing proportion that is outstanding;

Priority 3

Raising achievement and progress for all our children and young people and closing the gaps between groups who are under achieving, particularly those with backgrounds that are disadvantaged, in all phases and key stages.

4. The DfE Academy Continuous Improvement Framework in Practice

Background

Academies are responsible for raising standards of attainment and enabling each individual child to achieve their potential. However, the Trust has the responsibility for supporting and challenging academies and when necessary intervening to ensure rapid improvement. The role of Local Governing Bodies, particularly the Chair of Governors, is critical in ensuring academy improvement and effectiveness. This framework encourages greater involvement for Chairs of Governors and prioritises support and challenge for local governance as a key strategy to deliver improvements.

This Framework outlines the risk assessment process we will go through to categorise all academies and offer commissioned support/challenge as appropriate. This risk assessment process will be reviewed each year to ensure it is fit for purpose, affordable and provides value for money.

The principal focus of the Trust is on working with academies to raise the achievement of all pupils and ensuring academies offer at least a good quality education. The processes set out in this document that guide the work of Trust Directors is mainly about risk management and resource allocation. If data and other evidence suggest that an academy is not enabling children to achieve well, and the academy is not functioning effectively, the Trust, working with Academy leaders and governors, will support, challenge and intervene when necessary to improve the situation quickly. The Trust's categorisation system has been drawn up taking into account both Ofsted guidance and expectations, S48 guidance and expectations, and the Trust's own expectations of all academies being consistently good or better. In addition to performance indicators we also consider a range of risk assessment factors which may signal that a lower or higher category is needed than the one indicated by current performance alone.

Aims of the DfE Academy Categorisation Process

The DfE Academy improvement and categorisation system aims to be:

- A transparent, easily understood method of discussing and securing continuing improved academy performance;
- An improvement tool for academies to measure their performance across a wide range of areas and so identify their own improvement needs;
- Part of a process to build the capacity and resilience of academies to be self-improving and to facilitate academy to academy support through a partnership approach, including working with teaching schools and external advisers;
- A means to identify the support, challenge and intervention required quickly, in order to raise standards for all learners;
- A reliable, intelligent, data driven and objective assessment of each academy within the Trust;
- A tool for ensuring that when challenge and intervention is required to secure improvement in the quality of education and improved outcomes for learners, it is rigorous and timely;
- A means for ensuring that the Trust and academies' resources are deployed effectively, efficiently and economically.

The categorisation system is a process of risk assessment and resource allocation based on:

- A collaborative process which begins with the academy's self-evaluation;
- Current, reliable and comprehensive performance data, covering all key stages as well as in year progress for all pupils and groups of pupils, work seen in pupils' books and conversations with pupils about their learning experience;
- a wide range of data including attainment, attendance, exclusions, and safeguarding information, in addition to information relating to leadership, management and governance such as financial management and performance management arrangements;
- the need to have a transparent and equitable process to allocate resources effectively to bring about improvement, securing better outcomes for all learners;
- a requirement to ensure a clear process which will enable swift action and intervention to be taken when required;
- clear accountability arrangements at both academy and Trust level.

The Trust will provide support and challenge for good academies to become outstanding and for outstanding academies to maintain this judgement and continue to develop. It will also provide support for academies to build the capacity to become self-improving. In addition, we will formally intervene in academies that are underperforming, offering support, but also rigorous challenge, and maintaining close liaison with the DfE and RSC as appropriate.

The DfE Academy Categorisation Process

The DfE/Trust will undertake an initial desktop review after provisional key stage performance data is available in the summer. Consideration will also be given to other relevant information to identify those academies, whatever their current category, where there appears to be weaknesses in pupil, or other areas of performance. For those academies identified as potentially being allocated an amber or red category through this desk top analysis, the headteacher and Chair of Governors will be invited to attend a meeting with Trust at the Trust's offices, or in some cases at the academy. This challenge meeting with academy leaders will usually take place in September to help the Trust understand the issues that have led to the performance concerns noted and this conversation will inform the categorisation process.

All academies will have an autumn term standards visit from a Challenge Adviser. This will be an opportunity for each academy's headteacher and Chair of Governors to provide evidence about their current performance and capacity to improve. These visits will involve a strong focus on interrogating the provisional data, other evidence / data, the targets set by the academy and the academy's self-evaluation, especially with regard to the Ofsted framework for inspection at the time. Each academy's category will be considered and discussed by the headteacher, the Chair of Governors and the Challenge Adviser at the autumn term visit. The final decision on which category an academy will be placed in will be made by the Trust. This will result in a tailored programme of academy improvement support and challenge opportunities, setting out what it is expected that the academy will do, and how the Trust will not only support the work of the academy, but challenge and intervene when this is necessary. While academies' categories will be determined at the autumn term visit, the Trust recognises that there may be occasions when a category will need to change during the academic year, because of particular/individual academy circumstances. When this is necessary, the change of category will be discussed by the headteacher, the Chair of Governors and the Trust as before.

The Challenge Adviser will judge whether s/he can confirm the academy's view on each key aspect of its performance; outcomes for pupils, teaching, learning and assessment, personal development, behaviour and welfare, and leadership and management. Account will also be taken of any capacity issues raised by the academy and by wider local intelligence. Taking all of this information into account, and using the current Ofsted criteria, the Challenge Adviser will then recommend the appropriate category. This will then be considered by the Director of School Improvement and the academy will be informed.

Once the academy's categorisation has been confirmed, the categorisation will trigger a level of Adviser support and this will be linked to the needs identified to improve outcomes for children rapidly and improve the overall effectiveness of the academy if this is needed.

The Criteria for Risk Assessing Academies

This document sets out the level of support that will be directed to academies placed in one of the agreed four categories of:

1	Green: High performing and self-improving
2	Yellow: Performing well and self-improving
3	Amber: Challenge and possible intervention required
4	Red: Serious concerns and rapid intervention required

NB – Although the DDfE/Trust is using 4 categories, these do not directly relate to Ofsted or S48 inspection judgements. For example, an academy may have been inspected several years ago and judged to be good. However, if the Academy's self-evaluation, current data and other indicators demonstrate that the Academy would be likely to be judged outstanding by Ofsted when next inspected, then the Trust category may well be 'Green - High Performing'. The converse of this situation may also exist, whereby an academy may be judged to require challenge and/or intervention and therefore would be placed in the 'Amber' category. Similarly where there is a change in leadership this may lead to an agreed change on the RAG rating.

In academies which have more than one phase of education, different judgements may apply to the different phases although the overall categorisation grade will be decided based on the judgements of effectiveness at all phases combined. Where a particular phase in an academy forms a significant proportion of the cohort size (usually more than 20% of the overall cohort), and its judgement is lower than the other phases, this judgement will inform the academy's categorisation.

To have a risk assessment of green, the following criteria will apply:

GREEN – Academy is currently graded good or outstanding and was high performing in previous year

Criteria

- Ofsted and S48 good or outstanding overall judgement in the most recent report.
- Agreed overall effectiveness of good or better.
- Standards have been and remain high. Pupils make substantial and sustained progress in English and mathematics and across the curriculum. No groups of learners underperform.
- All accountability measures are met and exceeded.
- Aspects of pupils' personal development, behaviour and welfare are at least good and do not present any risks in terms of this categorisation. Safeguarding is effective and embedded throughout the culture and ethos of the academy.

- There are no other significant concerns relating to other issues e.g. attendance, exclusions, financial management, performance management, governance etc.
- Governors systematically challenge senior leaders to ensure staff and resource deployment secures excellent outcomes for pupils; they never shy away from challenging leaders where variation in outcomes occur; they hold the headteacher and senior leaders to account rigorously for pupil outcomes.
- The academy knows itself well and identifies and implements its own priorities for improvement.
- The academy is likely to be a core contributor to the wider Trust professional development offer and is actively involved in providing effective academy-to-academy support at all levels.

To have a risk assessment of yellow, the following criteria will apply:

YELLOW – Academy is currently graded good or outstanding by Ofsted and S48 inspectors, and was performing well in previous year but has not been inspected within the last two years

Criteria

- In these academies, outcomes have been and remain securely good. The academy's performance places it above the bar set for coasting academies. Attainment is usually in line or above national averages. For example, in primary academies, the government's floor standard of 65% for reading, writing and maths combined is met or exceeded and progress measures are positive in all three subjects, or are moving rapidly towards this position. For secondary academies, Progress 8 is on or above 0 (taking into account the confidence intervals) and academies are in line with, or above the national average for all other accountability measures, or as before, are moving rapidly towards this position.
- Overall, across almost all year groups and in a wide range of subjects, pupils make consistently strong progress, from their different starting points; that is, progress rates are above average or improving across most subject areas. This includes disadvantaged, disadvantaged high achievers, SEND and most able pupils. Trends over time are generally rising. Where attainment is low, it shows consistent improvement over time.
- There are no other significant concerns relating to other issues e.g. attendance, exclusions, such that pupils have good attitudes, behave well, with few persistently absent. No groups of pupils are disadvantaged by low attendance. Levels of conduct are consistently good.
- Safeguarding is effective and embedded in the culture and ethos of the academy. Financial management and performance management are strong.
- The academy is well aware of any relative weaknesses and is taking robust action to address these, with impact of improvement evident.

- Governors hold senior leaders stringently to account for all aspects of the academy's performance.
- By exception, the academy's performance may not yet be securely good but its governors and leaders can evidence good capacity in terms of a strong track record of recent improvement.

To have a risk assessment of amber, the following criteria will apply:

AMBER – These academies are either currently judged to require improvement by Ofsted and S48 inspectors, and/or are currently judged good or better but the current year outcomes picture poses an increased risk to the outcome of an inspection. There may not have been a recent inspection.

Criteria

- All academies that are currently judged by Ofsted and S48 inspectors to require improvement will be placed in this category initially and HMI monitoring may apply.
- Academies for which the last inspection grade was good or better may also be placed in this category on a time limited basis until it is possible to place them in yellow.
- To be placed in this category, an academy's performance picture indicates that it is not currently securely good. Attainment may have dipped below national averages and will possibly be near or slightly below floor standards in some cases; it will not be improving fast enough. Progress measures will not be consistently good; that is, they may not be consistently above average or improving across most subject areas. There may be inconsistency of performance.
- Attendance and exclusions data may not be securely good; some groups of pupils may have low attendance. Overall and persistent absence may be too high, including for particular groups.
- Facets of pupils' personal development and welfare may not yet be good, including their behaviour and behaviour for learning.
- Gaps for disadvantaged pupils (including those who are high achievers) are wide in relation to other pupils within the cohort, and other pupils nationally. There may be a declining trend of performance.
- Other aspects of the academy's performance may not be improving quickly enough.
- In some cases, the academy's performance may not yet have declined, but capacity to maintain the current position or improve is not strong enough; leaders have not been able to demonstrate sufficient impact in raising performance.
- It may be the case that governors are not holding senior leaders to account robustly enough for the academy's performance to improve rapidly.

Other significant risks may apply such as: there has been recent turbulence at governing body or senior leadership level, a change of headteacher, academy re-organisation or financial (management) issues, or there is a lack of confidence in the academy expressed by parents and/or high complaint rates. There may be particular staffing issues in the core subjects and many temporary staff/high proportion of NQTs. Safety issues may apply, such as poor or declining behaviour, evidence of bullying or high exclusion rates.

To have a risk assessment of red, the following criteria will apply:

RED – These academies have been judged by Ofsted and S48 inspectors as having serious weaknesses or requiring special measures. In addition, they may be academies about which the Trust has cause to have serious concerns

Criteria

- Standards are low and not rising quickly enough. There is considerable under-achievement in any key subject or key stage. The academy may be below the standards set for coasting schools and also the floor standards.
- Gaps for vulnerable pupils may be wide and not closing. The academy may not have attended to a recommendation by Ofsted to undertake a Pupil Premium review.
- There may be serious concerns about the academy's leadership and management, such that there is a breakdown in its effectiveness. Governance may be weak. The academy may not have attended to a recommendation by Ofsted to undertake an external review of governance.
- There may be serious issues about safety at the academy. Safeguarding may be inadequate.
- There may be a significant lack of confidence in the academy as expressed by parents and carers.
- There may be a high degree of staff change and falling rolls.
- The academy may face financial difficulties, such as a deficit budget.

The Trust will continue to endeavour to use early intervention, as described above, to avoid academies reaching the red category. In addition, if academies are judged adversely by Ofsted or cause the Trust significant concern, the DfE and or RSC have the power to intervene.

5. The Academy Trust's Support and Challenge to Academies

CATHOLIC ACADEMY TRUST CONTINUOUS IMPROVEMENT FRAMEWORK CORE OFFER TO ALL ACADEMIES

- ✚ CA autumn term review/categorisation visit and report
- ✚ CA spring and summer term review visit and report
- ✚ Termly Headteacher Advisory Board Meetings (HABs)
- ✚ Termly Governor briefings
- ✚ Challenge Adviser (CA) attendance at Headteacher Performance Management Reviews if required by MAT board
- ✚ Governor training

ADDITIONAL SUPPORT AND CHALLENGE FOR ACADEMIES CATEGORISED AS GREEN AND YELLOW

CORE OFFER +

- ✚ Bespoke support/training to address identified improvement strategies
- ✚ Diocesan/Trust wide CPD opportunities for building system leadership and staff development
- ✚ Opportunities to contribute to Diocesan/Trust wide school improvement

**ADDITIONAL SUPPORT AND CHALLENGE FOR ACADEMIES
CATEGORISED AS AMBER**

CORE OFFER +

- ✚ Termly CA visits
- ✚ Individual academy improvement action plan to be written, agreed and monitored at each visit
 - ✚ CA attendance at half termly Governing Body Academic Challenge Boards
 - ✚ Progress towards targets reported to Board Directors and Standards Committee
- ✚ Targeted improvement support, including whole school/subject reviews
 - ✚ DdFE/Trust wide CPD opportunities for staff development

**ADDITIONAL SUPPORT AND CHALLENGE FOR ACADEMIES
CATEGORISED AS RED**

CORE OFFER

- ✚ CA half termly monitoring visits and report
- ✚ CA/Director of School Improvement additional monitoring visits as required
 - ✚ Individual academy improvement action plan to be written, agreed and monitored at each visit
 - ✚ CA/Director of School Improvement attendance at monthly Governing Body Academic Challenge Boards
 - ✚ Progress towards targets reported to Board Directors and Standards Committee
- ✚ Targeted improvement support, including whole school/subject reviews
 - ✚ DdFE/Trust wide CPD opportunities for staff development

6. Roles and Responsibilities

The Trust's Academy Continuous Improvement Team will:

- Use data and wider evidence to categorise academies. This risk assessment will then objectively inform resource allocation.
- Target resources to meet the greatest need whilst providing support for development **and** collaborative learning opportunities for all academies.
- Monitor and evaluate progress rigorously and encourage honest conversations and actions which tackle the most difficult issues.
- Ensure that a Challenge Adviser attends all meetings of the Academic Challenge Board established by governors of amber/red category academies.
- Ensure activity is informed by strengths and areas for development highlighted in s5, s8 and S48 inspections.

Chairs of Governors, Executive Headteachers and Headteachers /Principals will:

- Attend and engage, as the lead academy agents for continuous academy improvement, with the categorisation process to understand the risk and actions required.
- Work together to target resources to meet the greatest need and ensure the academy accesses all the support and opportunities available.
- Where academies have been designated as amber or red by the Trust, establish an Academic Challenge Board, which specifically monitors the progress being made in addressing the core priorities for academy improvement as outlined in the academy's action plan.
- Monitor and evaluate progress rigorously and encourage honest conversations and actions which tackle the most difficult issues within the academy.
- Take necessary action so that the current cohort of pupils is given the best possible opportunity to thrive and succeed.

The Trust's CEO and Board Directors will:

- Provide the vision and direction for each academy strategy and ensure resources are allocated to this work.
- Ensure that the aims and objectives of the academy continuous improvement strategy remain central to the Trust's ambitions.
- Ensure the scrutiny process monitors and evaluates outcomes rigorously and encourages honest conversations and actions which tackle the most difficult issues.
- Ensure all review and development is guided by shared Gospel values in ways that keep the success of children and young people as central to all the Trust does.

The Trust's Director of School Improvement (DSI) will:

- Ensure that the vision and direction for each academy strategy is implemented and that resources are deployed in accordance with the categorisation process.
- Work with headteachers and senior leaders to ensure that academies have access to high quality support and avail themselves of all available opportunities.
- Ensure that the priorities of the academy continuous improvement strategy are at the heart of all improvement activities.
- Oversee the process of monitoring and evaluation of progress, ensuring open and honest conversations take place regarding the most difficult issues academies face and rigorous actions follow to drive continuous improvement.
- Ensure that the Gospel values inform the Trust's approach to continuous academy improvement, so that the success of children and young people is central to all the Trust does.

7. Trust Monitoring of Academy Improvement

Board and Standards Committee Meetings

The Trust has a responsibility to monitor the effectiveness of its academy improvement work and that of academies themselves. To achieve this, the Trust holds termly meetings of both the Board and the Standards Committee to consider academy outcomes, the improvement made by them, the risks that still remain in the work of academies and any other matters that need to be addressed. The Director of School Improvement, Challenge Advisers and other Trust Directors are asked to contribute information to these meetings so that a full picture of the progress that has been made by our academies can be considered.

Academy Trust Quality Assurance and Control Measures

The work of Challenge Advisers (CAs) will be quality assured in the following ways:

- A reports: CAs will produce written reports or notes of visit using a standard format for all academy visits. These will be sent to the Director of School Improvement (DSI) to quality assure. The DSI will then authorise for the draft to be sent to the headteacher to check for factual accuracy, no later than five days after the visit. Once the report has been agreed, the CA will authorise the distribution of the report to the headteacher and the Chair of the Governing Body.
- DSI/CA performance review: The DSI and CAs will have an annual performance review with their line manager, which will be informed by the performance and improvement of the academies they have been working with, along with a self- assessment completed by the CA prior to their performance review meeting in the autumn term.
- Academy feedback on the work of the CAs: Each year in the summer term, academies will be asked formally to feed back to the Trust about the quality and effectiveness of the work of their CA.

Appendices

Appendix A: Timetable – Key Events in Academy Improvement Calendar

Appendix B: Purpose and Focus of Academy Visits

Appendix C: Academic Challenge Board

Appendix D: Key Terms List

Appendix A: Timetable – Key Events in Academy Improvement Calendar

Month	Activity	Outcome
July / August	<p>Initial consideration of provisional primary key stage performance data.</p> <p>CEO will contact all academies where performance is below the national average or floor standards, based on data available at that time.</p> <p>CEO will write to all academies where performance is above regional and national averages, based on data available at that time.</p>	<p>Academies identified where performance data suggests children have not achieved what might have been expected. Academies respond to CEO regarding under performance with outline of actions to be taken to address this.</p>
September	<p>As a result of the desk top data analysis academies identified as being potentially categorised as amber or red are invited to attend a Standards Meeting with Trust Directors so that the performance outcomes are understood and where necessary challenge provided to the academies about how results will be rapidly improved.</p> <p>These academies will have an early autumn review and categorisation visit by their CA.</p>	<p>Directors and CAs will understand the issues relating to academies' results. These academies will be clear about the Trust's concerns. A way forward to improving outcomes is agreed including categorisation following the autumn visit.</p>
September/October	<p>Meeting of the Standards Committee to consider academy performance in the previous academic year.</p> <p>Meeting of the Board to consider academy performance in the previous academic year.</p> <p>Meetings with RSC/HMI to discuss provisional results of academies.</p>	<p>An understanding of how the Trust will work with academies and other partners to support and challenge academies to improve.</p> <p>An understanding of how the Trust and the RSC/HMI will work together to support and challenge academies to improve.</p>

September		CEO/DSI evaluation meeting and initial risk assessment.	Clarity and understanding as to what strategies and improvement work has been successful across the Trust in the last academic year and what has not.
September October November	/ /	First CA visit to academies.	The academy category is agreed. A plan for the CA's involvement with the academy will be agreed for the academic year as per the categorisation.
September October November	/ /	Headteacher performance management reviews undertaken by local governing body and supported by CA.	Headteacher performance and progress to meeting previous year's targets considered, together with recommendations for any performance related pay award. Objectives set for coming year, with clear success and monitoring / evaluation criteria outlined, which are agreed and signed off by the DSI. DSI will have a clear view of Headteacher performance across the Trust.
November to June		Board and Standards Committee meetings.	Clear understanding of categorisation process and decisions made. Clear oversight of the progress all academies are making, but particularly those in the red/amber category.
November to June		CA visits to academies which are agreed at first meeting as a result of the categorisation of the academy. Work plan followed. Conferences and other collaborative opportunities take place.	Academies makes rapid progress in line with priorities identified or maintain high levels of effectiveness.
June		The Trust seeks formally the views of academy leaders and chairs of governors about the effectiveness of academy improvement work.	There will be a clear view of the strengths in academy improvement work and any areas in which work was less successful.
June / July		CA completes visits for academies categorised as red or amber.	An end of year report completed for each academy when applicable.

Appendix B: Purpose and Focus of Academy visits

The desk top review completed by the Director of School Improvement / CA prior to a visit, is in part, an audit of performance. Each CA's visit should be based on an evaluation of first hand evidence and must offer robust challenge to headteachers and Chairs of Governors about their judgements. The visit and the subsequent report need to be focused sharply on the expectations of outcomes for children, for all pupils and especially vulnerable ones, including disadvantaged pupils and high attainers (the most able pupils), including disadvantaged pupils who are also high achievers. During the visit there will also be a focus on expectations of academy performance, as defined in the Ofsted School Inspection Handbook for section 5 and section 8 short inspections. Guidance to CAs about completing the visit report gives a list of key prompts for each aspect to be used for reference rather than followed slavishly. This guidance is made available to headteachers and governors electronically in advance of CA visits.

The visit is a clear opportunity for the CA to offer the academy advice on its improvement capacity and strategic direction. To this end, there should be professional dialogue about how capacity might be strengthened at all levels, for example, support from another academy. Equally, this focus should be reflected in the report. This will lead to a plan for ongoing work in the academy and the contribution that will be made by the Trust.

After the first CA visit in the Autumn term, subsequent focus and content of CA visits throughout the academic year will be guided by the plan agreed at the first autumn term visit and the category in which the Academy is placed. However, this will be a flexible plan, so if new priorities emerge during the year the plan can be revised at subsequent CA visits or in between visits if needed. It is also recognised that it may be that additional support for the academy will be brokered by the CA in agreement with academy leaders. The cost of this additional support will usually be borne by the academy. If the academy wishes to use people who they believe will be able to add value to its work, the Trust will expect to be fully consulted and sign off the use of that individual or programme of support.

Evidence Base to include:

- Observations of part-lessons, conducted jointly with headteacher
- Scrutiny of books during observations
- Discussions with the senior team
- Discussions with chair and vice chair of governing body and other governors
- Pupil and Parent voice
- Discussions with middle leaders, especially core subjects.

Scrutiny of a range of documentation including: Ofsted inspection report, S48 report, academy analysis of pupil data at cohort, subject and key group levels including SEND / more able / Pupil Premium and Pupil Premium more able), academy evidence / review file, academy's lesson observation records and analysis, Pupil Premium strategy, minutes of governing body meetings.

Appendix C: Academic Challenge Boards

An Academic Challenge Board must be established for an academy when it is clear that the outcomes for children are not as good as they should be. Factors which might contribute to this include, for example, achievement and progress of all pupils or certain groups of pupils, issues arising from low attendance which impacts on pupils' performance, the level of exclusion of pupils, the quality of teaching in a key stage, year group or subject that is having a detrimental impact on children's learning.

The Board will meet regularly (at least once a month in red category academies and monthly/half termly in those categorised as amber) and for no more than a year (unless there are particular circumstances that require a longer period) with an expectation that the area(s) of concern will be addressed within that time.

Board membership must include:

- Chair of Governors (who will be responsible for setting the agenda and chairing the meeting).
- Vice chair of governors (or other agreed governor representative).
- Headteacher.
- The academy's CA / Director of School Improvement.

Representation from the DDfE will be invited.

As and when required, other academy members of staff and governors will be invited to attend to address specific issues. The Board's meeting will be formally minuted, either by an academy admin staff member or the Clerk to the governors.

Board meetings will take place at the academy.

Appendix D: Key Terms List

Term	Definition
Academic Challenge Boards	Group created by Local Governing Body and Directors to monitor the progress being made by an Academy
Attainment 8	The cumulative points score a school or student achieves at the end of Year 11. It is used to calculate an overall progress score.
CA/Challenge Adviser	Officer employed by or contracted by a Trust to challenge and improve performance of schools within a MAT. A role similar to what was a Local Authority Improvement Partner
CEO	Trust Chief Executive Officer
CLA/LAC	Looked After Children
Confidence Interval	A statistical term which attempts to show a range of values in which the “true value” lies. It is used to when calculating an overall Progress 8 score.
CME	Children Missing Education
CPD	Continuing Professional Development
CSE	Child Sexual Exploitation
DDfE	Diocesan Department for Education
Desk Top Analysis	Annual risk assessment activity completed for each academy to judge its strengths, and areas for improvement
DFE	Department for Education
DSI	Director of School Improvement – Officer with the Trust who is responsible and accountable for improving provision and outcomes for students
Floor Standard	National minimum expectation for school performance in all phases, in terms of student outcomes
HAB/HTB	Head Teacher Advisory Boards
HMI	Her Majesty’s Inspector
MAT	Multi Academy Trust
NEET	Students not in Education, Employment or Training
NQT	Newly Qualified Teachers
OFSTED	Office for Standards in Education
Progress 8	Secondary School accountability measure introduced in 2016 that measures the progress of all students nationally across a suite of subjects.
RSC	Regional Schools Commissioner
SEND	Special Educational Needs
Standards Committee	Trust Committee that will oversee, monitor and challenge outcomes for students across all Trust Academies.
S5/S8	Types of inspections conducted by OFSTED (Section 5 – full inspection or Section 8 – short inspection or monitoring visit)
S48	Diocesan Section 48 Inspection

This model framework is based upon a document created by the Kent Catholic Schools Partnership. The DDfE acknowledge the excellent work undertaken by Officers and Directors of KCSP in the development of this framework.