




SHINE School improvement model for 'new' schools

Phase 1	<ul style="list-style-type: none"> Due Diligence process, including completion of SHINE Self-Assessment Tool by the school's senior leadership team. <div style="text-align: center;">  Blank Self-Assessment Tool </div>
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Phase 2	<ul style="list-style-type: none"> Trust quality assurance initial visit, involving all of the SHINE Central Team and covering all areas of school improvement, as well as safeguarding, compliance, finance and HR. Also, set up of Trust safeguarding system (CPOMS), data analysis system (O-Track), standardised tests, finance system, etc.
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Phase 3	Sequenced introduction of SHINE Non-Negotiables: <div style="text-align: center;">  SHINE School Improvement Non Ne </div>	Which Non-Negotiable?	Who leads on its implementation?	How much time is required?
		Creation of a Conduct/Behaviour Curriculum	CEO (JUDI O'LEARY)	<ul style="list-style-type: none"> 1 day to write Conduct/Behaviour Curriculum and amend Behaviour policy alongside new school's SLT ½ day visit for new school's SLT to another SHINE school to see this curriculum in action and how it leads to exemplary behaviour ½ a day INSET (led by CEO (JUDI O'LEARY) & CURRICULUM DIRECTOR (PETE BEVINGTON) to explicitly teach the whole staff the content of this curriculum. Impact of above judged through ongoing evaluation at monthly visits from CEO (JUDI O'LEARY) - aside from Phase 4 quality assurance activities
		Delivery of a high-quality Systematic Synthetic Phonics (SSP) programme	Phonics Specialist Leader	<ul style="list-style-type: none"> 1 day audit of current practice with new school's Headteacher and Phonics Lead, led by Phonics SLE ½ day whole school Reading Audit, led by CEO (JUDI O'LEARY). ½ day for new school's Headteacher and Phonics Lead to create whole school action plan based on above two audits, alongside CEO (JUDI O'LEARY) 1 day per term visit from expert Reading Leads in Trust to quality assurance progress of action plan. Additional support provided by local English Hub, if appropriate/needed. Impact of above judged through ongoing evaluation at monthly visits from CEO (JUDI O'LEARY) (aside from Phase 4 quality assurance activities)
	Delivery of a whole-school writing scheme (unless current scheme is in place and having impact)	Trust Writing Lead	<ul style="list-style-type: none"> 1 day audit of current practice with new school's Headteacher and Writing Lead - based on her rapid improvement of writing attainment at Langold Dyscarr over the last 3 years. ½ day staff training on writing implementation plan for new Writing scheme. 1 visit per half term to quality assure implementation plan Impact of above judged through ongoing evaluation at monthly visits from CEO (JUDI O'LEARY) (aside from Phase 4 quality assurance activities) 	

		Delivery of a Mastery Maths approach in all year groups	School Improvement Lead and Maths Lead at Scotholme Primary School	<ul style="list-style-type: none"> 1 day audit of current practice with new school's Headteacher and Maths Lead, led by School Improvement Lead and expert Maths Lead- based on rapid improvement of Maths attainment at Scotholme over the last 3 years. ½ termly planning and teaching support for each year group, starting with Y6, led by relevant Scotholme staff from focus year group. Impact of above judged through ongoing evaluation at monthly visits from CEO (JUDI O'LEARY) (aside from Phase 4 quality assurance activities)
		Embedding a consistent approach to Teaching and Learning, underpinned by the Trust's '8 Elements' framework  8 Elements Framework FINAL VEF	CEO (JUDI O'LEARY), Teaching and Learning Lead	<ul style="list-style-type: none"> x2 staff meetings led by Teaching and Learning Lead at Whitemoor (RACHEL FLETCHER) - former Advanced Skills Teacher- on Trust '8 Elements' framework and how to implement this successfully CEO (JUDI O'LEARY) and Teaching and Learning Lead to observe all teachers, together with school's Headteacher Bespoke exemplar action plans written in collaboration with CEO (JUDI O'LEARY) and Teaching and Learning Lead for all teachers Appraisal targets linked to '8 Elements' framework and individual action plans Where teaching is of concern, Teaching and Learning Lead (RACHEL FLETCHER) to provide a programme of intensive support, utilising highly effective practitioners from across the Trust
		Embedding a well-sequenced, knowledge-rich, foundation subjects curriculum.	Curriculum Support	<ul style="list-style-type: none"> ½ day INSET from Curriculum Director on Ofsted, Quality of Education and curriculum. ½ day INSET from Curriculum Director on mapping/long term overviews and sequencing. 1 day quality assurance of foundation subjects identified as in need of most development, led by Curriculum Director Pairing up of expert foundation subject leads with areas of most need, leading to half-termly coaching sessions. 1 day deep dive process to quality assure improvements in above mentioned subjects, supported by expert foundation subject leads who have provided coaching previously.
		Use of Trust quality assurance tools and reports.	CEO (JUDI O'LEARY), Curriculum Director (and School Improvement Lead (Kate Hall)	<ul style="list-style-type: none"> Initial 2 days to write Self-Evaluation Form with CEO (JUDI O'LEARY) 1 day to write School Improvement Plan with SCHOOL IMPROVEMENT LEAD 1 day per term to write Headteacher Reports with SCHOOL IMPROVEMENT LEAD ½ day to write Pupil Premium Plan with CURRICULUM DIRECTOR ½ day to write PE and Sport Premium Plan with CURRICULUM DIRECTOR
Phase 4	Joining the yearly SHINE improvement cycle:	<ul style="list-style-type: none"> New school has own section within Trust Collaborative Plan, identifying support they will receive after Phase 3 – from the SHINE Central Team and from other schools in the Trust. Once school improvement is stabilised and assured/in the lead up to their next Ofsted inspection, the School Improvement Lead (Kate Hall) to provide bi-weekly quality assurance visits, which sit additional to activities identified in the SHINE improvement cycle. 		



SHINE School
Improvement Cycle 2!

** NB whilst having a role in the Central Team, the School Improvement Lead (Kate Hall) is also a serving Headteacher at Scotholme Primary, therefore her support equates to 1 ½ days per week. Deputy Headteacher at her school acts up in her absence, ensuring that this does not affect Scotholme in any way. Any other system leaders mentioned above, do so as part of the Trust's expectation for capacity giving (5 days per HT minimum).*