

A photograph of three students in school uniforms sitting at a desk and reading books. The student in the foreground is a young woman with her hair in a ponytail, looking down at her book. Behind her is a young man also looking at his book. To the left, another student with glasses is partially visible. The background shows a bookshelf with some books.

# SCHOOL IMPROVEMENT MODEL

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As a Multi Academy Trust we recognise that schools working together collaboratively within a formal framework creates stronger institutions. All of our schools share the mantra of Culture + Consistency = Excellence which means executing the important things consistently and with precision all of the time within a culture which doesn't put a ceiling on what people can achieve. Our school improvement model is centred on constantly improving teaching and learning, which is the single most important thing we do.

### LEADERSHIP

Strong leadership at all levels is crucial to the success of our schools. We invest in our leaders so that they have the right level of development to drive standards. The central team ensure all the functions that distract leaders in schools from the core business of teaching and learning are taken care of. The Trust believes in simple and succinct processes and provides leaders in schools with clear formats for improvement planning, performance management and self-evaluation. Our leaders ensure a clear set of 'staff consistencies' are followed all of the time. Clear aligned leadership structures allow leaders to focus on their areas of accountability. Our leaders, including the Executive Leadership Team, are highly visible in our schools.

### ACHIEVEMENT AND IMPROVEMENT CYCLE

This is our assessment cycle which is standardised in all of our schools. Described recently by Ofsted as our 'golden thread of accountability' this runs through every aspect of what we do in our schools. We set aspirational targets for our pupils and staff, and ensure that we track progress and remove any barriers which will hinder progress to meeting these targets. Our schools follow the same curriculum at each key stage and, assessment framework and data collection are aligned. There is an understanding at all levels that there is a collective accountability for delivering the best for our pupils. Following each data collection, Achievement and Improvement meetings are held at all levels throughout the Trust. This starts with an individual teacher presenting to a Curriculum Leader and continues through the organisation to the Executive Leadership Team and the Trust Board. Local governance through the School Performance Review Boards have access to the Trust's routine Achievement and Improvement meetings, led by the Executive Leadership Team with each Head of School present. These ensure that local governance gain reassurance of the level of scrutiny and support that takes place with regards to school educational performance.

### QUALITY ASSURANCE

Evaluating the quality of our work is critical in ensuring that what we do has a positive impact on our young people. Schools collect evidence in a large range of ways to inform leaders' views of the 'typicality' of teaching. This includes; formal lesson observations, regular work scrutiny, day to day observations, pupil focus groups (Head's Breakfast), staff focus groups, peer enquiry days, curriculum department reviews and parental surveys. The Executive Leadership Team lead whole school peer reviews to ensure school self-evaluations are accurate. This supports school leaders in identifying any areas of development, moderating judgments across schools and sharing good practice.



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## INVESTMENT IN OUR PEOPLE

We recognise that in order to get the best from our staff we have to invest in them. This means ensuring that they receive regular high quality training which allows them to be the best they can be. Weekly continued professional development (CPD) takes place in our schools. This time is sacrosanct and highly valued by our staff. This training is delivered by a range of individuals including the Executive Leadership Team, Heads of School, Senior Leadership Teams, Curriculum Leaders and Lead Practitioners. We regularly bring staff in different schools together to develop common areas for improvement.

## PLACES - OUR APPROACH TO TEACHING AND LEARNING

We understand how great teaching can unlock doors and raise aspirations for the pupils in our care. We want every pupil to thrive in a school environment where barriers to learning are systematically removed and potential is exceeded regardless of starting points. To ensure a consistent teaching approach for our pupils, but one in which individual flair and creativity are not stifled, we utilise our bespoke PLACES framework (progress, learning, assessment for learning, core skills, employability skills and, stretch and challenge). This framework ensures that we relentlessly focus on the fundamental pedagogy that makes a difference and keeps the individual pupils at the heart of our daily practice. It is central to our teaching practice, our CPD programmes and curriculum design, and is mirrored and implemented from early years to Key Stage 4. It is used as a focal point for all that we do in the classroom and keeps our teachers focused on our moral purpose; to develop successful pupils who are literate, numerate and prepared for their next steps in life with the correct knowledge, qualifications and skills.

## PUPIL DEVELOPMENT AND EXPERIENCE

The Trust has a common curriculum which runs through all of our schools, with a commitment to ensuring our pupils have many opportunities open to them when they leave our schools. We have a thematic approach which allows learners to develop knowledge and skills across six themes which opens their eyes to the wider world, develops their cultural capital, develops life skills and builds a firm academic grasp in a range of subjects. We recognise the importance of reading and implement a strategy to ensure that all our pupils can read fluently and have access to a range of diverse text right from ages 3 to 16. One of the key aspects of our secondary curriculum is 'Learning 4 Life' which develops pupils' wider cultural knowledge, moral compass, life skills and careers guidance. What our schools deliver in the normal school day is only one aspect of the pupil experience. All schools run extensive extra-curricular programmes and offer culturally developing trips. We do this as we realise the difference that these opportunities can make to young people and their personal development.

## COMPASSIONATE RIGOUR

We are passionate about ensuring that we exhaust all strategies so that our pupils exceed their potential, this means being compassionate in every aspect of our approach and leaving nothing to chance. In practice, this means not lowering the bar and having high expectations of everyone. Research tells us the biggest barrier to learning in schools is poor behaviour, particularly low level disruption in lessons. Behaviour for learning (BfL) is of the utmost importance in our schools and we make no excuses for the high standards that we set for our pupils. We create environments where teachers can really develop their pedagogy, can be highly effective and pupils can make excellent progress in highly enjoyable lessons. Our schools implement a Trust wide BfL policy and have a range of pastoral non-teaching staff that help to run the system and have to time to offer individual support to pupils. We are committed to making adjustments, tailoring our approach for individual needs and have an inclusive approach.



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