

M O W B R A Y E D U C A T I O N T R U S T



SCHOOL IMPROVEMENT MODEL

Children First

CURATED BY THE MOWBRAY EDUCATION TRUST



CONTENTS

3 Why School Improvement Matters

5 Our Commitment

6 Who We Are

7 School Improvement 4 Stage Model

9–10 Evaluation and Support

11 Layers of Support

Children First

WHY SCHOOL IMPROVEMENT MATTERS

We recognise the importance of a clear and consistent strategy to support the continued development and improvement of our schools over time. School improvement is an ongoing process focused on enhancing the quality of education and securing the very best outcomes for every pupil and student.

1 Improved Outcomes

High-quality school improvement leads to stronger achievement and success. By continually refining teaching and learning practices, schools create engaging and effective learning environments that inspire, motivate and empower pupils and students to reach their full potential.

2 Staff Development

Effective school improvement places a strong emphasis on professional development. By investing in our teaching and support staff, we ensure that they remain informed about the latest educational research and methodologies, while continually developing their knowledge, skills and expertise to deliver outstanding learning experiences.

3 A Positive School Culture

A positive and inclusive school culture is fundamental to success. School improvement initiatives help foster a strong sense of belonging, respect and collaboration among pupils, students, teachers and staff, creating an environment where everyone can thrive.

4 Community Impact

The benefits of school improvement extend beyond the school gates. Strong schools contribute to stronger communities, supporting social wellbeing, encouraging aspiration and helping to build a more vibrant and prosperous local area.

5 Accountability and Transparency

Successful school improvement is informed by evidence and data-driven decision-making. By regularly evaluating the performance and measuring impact, we ensure accountability, transparency and a continued focus on achieving excellence and holding schools to account.



OUR COMMITMENT

Ultimately, our school improvement model is about creating opportunities for every pupil and student and making a lasting, positive difference to their lives.

A child who joins one of our settings in Reception and remains with us to the end of Year 13 will experience approximately 2,660 days of education. We recognise that every one of those days matters. Children only have one opportunity to experience their school journey, and we are committed to making each day count.

That is why we place *Children First* at the heart of everything we do.



Much of our work and the way we approach school improvement is based around:

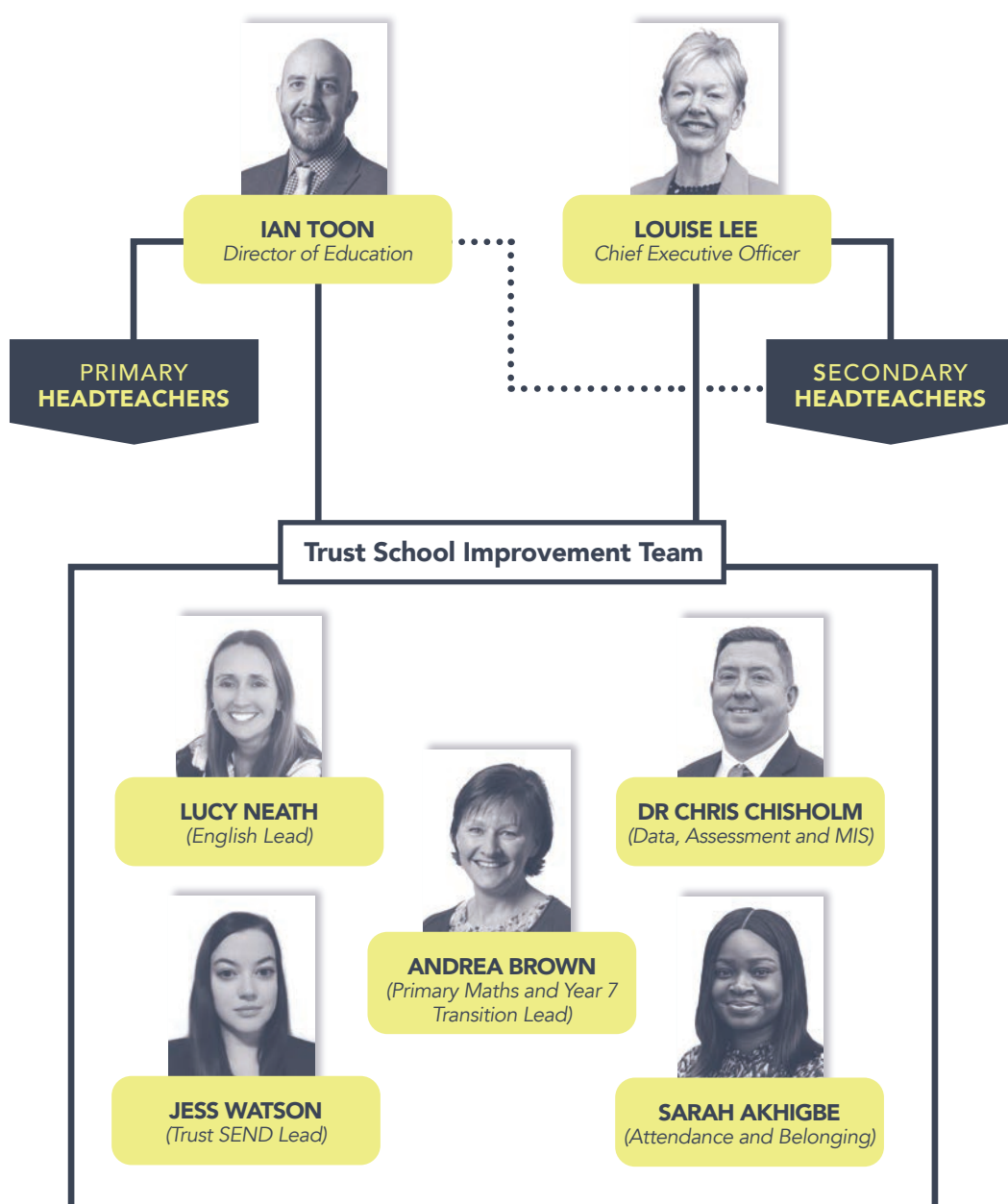
"Leading Academy Trusts"
Sir David Carter and Laura McNerney (2020)

"The DNA of trust led school improvement: a conceptual model"
Steve Rollett Confederation of School Trusts (2024)



WHO WE ARE

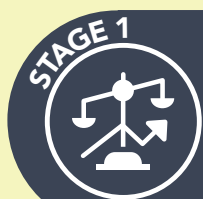
Educational Leadership and Integrated Support



— Line Management
 Oversight and Support

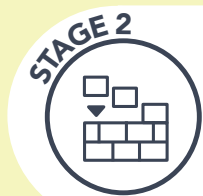
SCHOOL IMPROVEMENT 4 STAGE MODEL

Our School Improvement Model provides a clear framework for evaluating progress and supporting sustainable growth across our schools. Each stage represents a different phase of a school's improvement journey and helps to identify priorities, celebrate successes, and inform future development.

**STAGE 1**

STABILISE AND SUPPORT

Schools at this stage require significant improvement and are working to establish strong foundations for future success. The focus is on securing stability, strengthening leadership, and developing a clear strategic direction for improvement.

**STAGE 2**

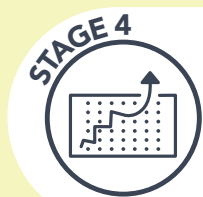
REPAIR AND REBUILD

Schools have identified clear priorities and are implementing targeted improvement strategies. Positive progress is evident; however, performance and outcomes remain below national expectations, requiring continued focus and development.

**STAGE 3**

SUSTAIN AND SHARE

Schools are demonstrating sustained improvement across key areas of provision and performance. Effective practice is embedded, outcomes are improving, and successful approaches are shared across the Trust to support wider school improvement.

**STAGE 4**

TRANSCEND AND TRANSFORM

Schools are consistently high performing across all areas. Strong leadership, excellent outcomes, and a cohesive culture enable continuous innovation, collaboration, and improvement, serving as a model of excellence within the Trust and beyond.

Understanding the Improvement Journey

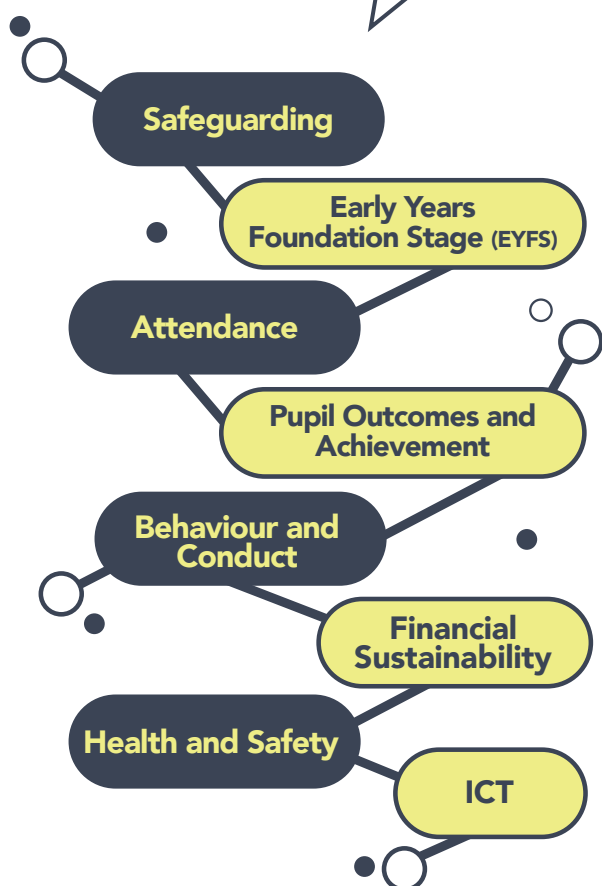
The four stages illustrate the strategic improvement journey that a school may experience over time. Understanding where a school sits within this framework supports accurate self-evaluation, informed decision-making, and effective planning for future development. The model ensures that improvement is purposeful, measurable, and focused on delivering the best possible outcomes for all pupils and students.



EVALUATION AND SUPPORT

Using our Four-Stage School Improvement Model, we have established a set of key **DNA** features against which all of our settings are evaluated. These indicators provide a clear picture of a school's strengths, priorities, and areas for development, enabling the Trust to deliver targeted and effective support.

Some examples of our key DNA features include:



These measures form part of a broader evaluation framework used to assess a school's position within its improvement journey and to determine the most appropriate level and type of support required.

As part of our collaborative Trust approach, schools may act as either Capacity Givers or Capacity Takers, depending on their stage of development. Schools with established strengths and effective practice support others by sharing expertise, resources, and leadership capacity. Equally, schools facing specific challenges receive tailored support, guidance, and challenge to accelerate improvement.

EVALUATION AND SUPPORT *continued...*

EDUCATION AND PERFORMANCE

Attainment and Progress (KS2 Results or Attainment 8)	Visit 1	Outcomes are at National or above and meeting Ofsted expected standard on inspection.
Vulnerable Groupings	Visit 1/2	Closing of gaps is evident in progress in line with national averages.
Academy Development Plan	Visit 1/2	Review of plan and priorities and internal monitoring to achieve this.
Attendance	Visit 1/2	Overview from Sarah as Attendance and Belonging Lead. Attendance % known in school and being acted upon
Safeguarding	Visit 1/2	Any external audit is noted.

FINANCE AND OPERATION

Financial Health	Visit 1/2	In year budget / staffing costs / in-house procedures (e.g goods receiving process).
Supply Costs	Visit 1/2	How are supply costs being used?.
Staff to pupil ratio	Visit 1/3	Marking use of Kreston benchmarking report.

ESTATES AND FACILITIES

Energy Consumption	Visit 1/2	Awareness of sustainability framework and UK NET Carbon zero 250.
Compliance for Health and Safety	Visit 1	Any audit noted and action plan being followed.

TECHNOLOGY

Profile of School	Visit 1	Where is the school lacking? What technology is driving the vision.
School strategy	Visit 1/2	Is there a clear plan outlined to meet the digital strategy.

LAYERS OF SUPPORT

	Stabilise and Support	Repair and Rebuild	Sustain and Share	Transcend and Transform
Validation and Assurance Review (x3 reviews)	✓	✓	✓	✓
Headteacher 1:1 Meetings	✓	✓	✓	✓
Headteacher Professional growth and review meetings	✓	✓	✓	✓
Fortnightly Headteacher Briefings	✓	✓	✓	✓
Fortnightly Senior Leaders Bulletin	✓	✓	✓	✓
CPD Offer with PTI~ Primary Hubs / Leadership Symposiums / Online resources and networks	✓	✓	✓	✓
Coaching for new leaders with Patrick Ottley O'Connor	✓	✓	✓	✓
Teaching Assistant Training Programme	✓	✓	✓	✓
Accountant Meetings for budget support and review	✓	✓	✓	✓
PREVENT Training	✓	✓	✓	✓
DSL Network Meetings	✓	✓	✓	✓
Safeguarding Supervision	✓	✓	✓	✓
Safeguarding Audit (Optional)	✓	✓		
Attendance Audit (Optional)	✓	✓		
Behaviour Audit (Optional)	✓	✓		
SEND Audit (Optional)	✓	✓		
Additional SLT Support	✓	✓		
Additional support from Attendance and Belonging Lead	✓			
Support with Curriculum Design	✓	✓		
Support with Curriculum Implementation	✓			
Website Compliance Audits	✓	✓	✓	✓
English Review (Tailored to Need)	✓	✓	✓	✓



Children First

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