



FRAYS
Academy Trust

SCHOOL IMPROVEMENT OFFER





| | |
|-----------------|---|
| <u>About Us</u> | 3 |
|-----------------|---|

| | |
|--------------------------------------|---|
| <u>Frays School Improvement Team</u> | 3 |
|--------------------------------------|---|

| | |
|---|---|
| <u>Overview of school improvement offer</u> | 4 |
|---|---|

| | |
|---------------------------|---|
| <u>Detailed programme</u> | 5 |
|---------------------------|---|

| | |
|-------------------|----|
| <u>Contact us</u> | 10 |
|-------------------|----|



ABOUT FRAYS ACADEMY TRUST

Frays Academy Trust is a Church of England Multi-Academy Trust committed to delivering excellent primary education for children and enabling them, their families, and staff to flourish and realise their God-given potential. The trust operates based on Christian principles in an inclusive and open manner.

We have been providing a school improvement offer to a range of schools and for a range of leaders since 2012, helping schools to improve their provision and overall effectiveness.



FRAYS SCHOOL IMPROVEMENT TEAM

Chief Executive Officer

Has been involved in senior leadership of Primary schools for the last 25 years. As a qualified teacher of 33 years and Executive Headteacher, has led and grown the organisation, improving school effectiveness and sponsoring schools. Has also been involved in Governance across the primary education sector, chairing Interim Executive Boards and providing support for governing bodies.

Director of Teaching and Learning

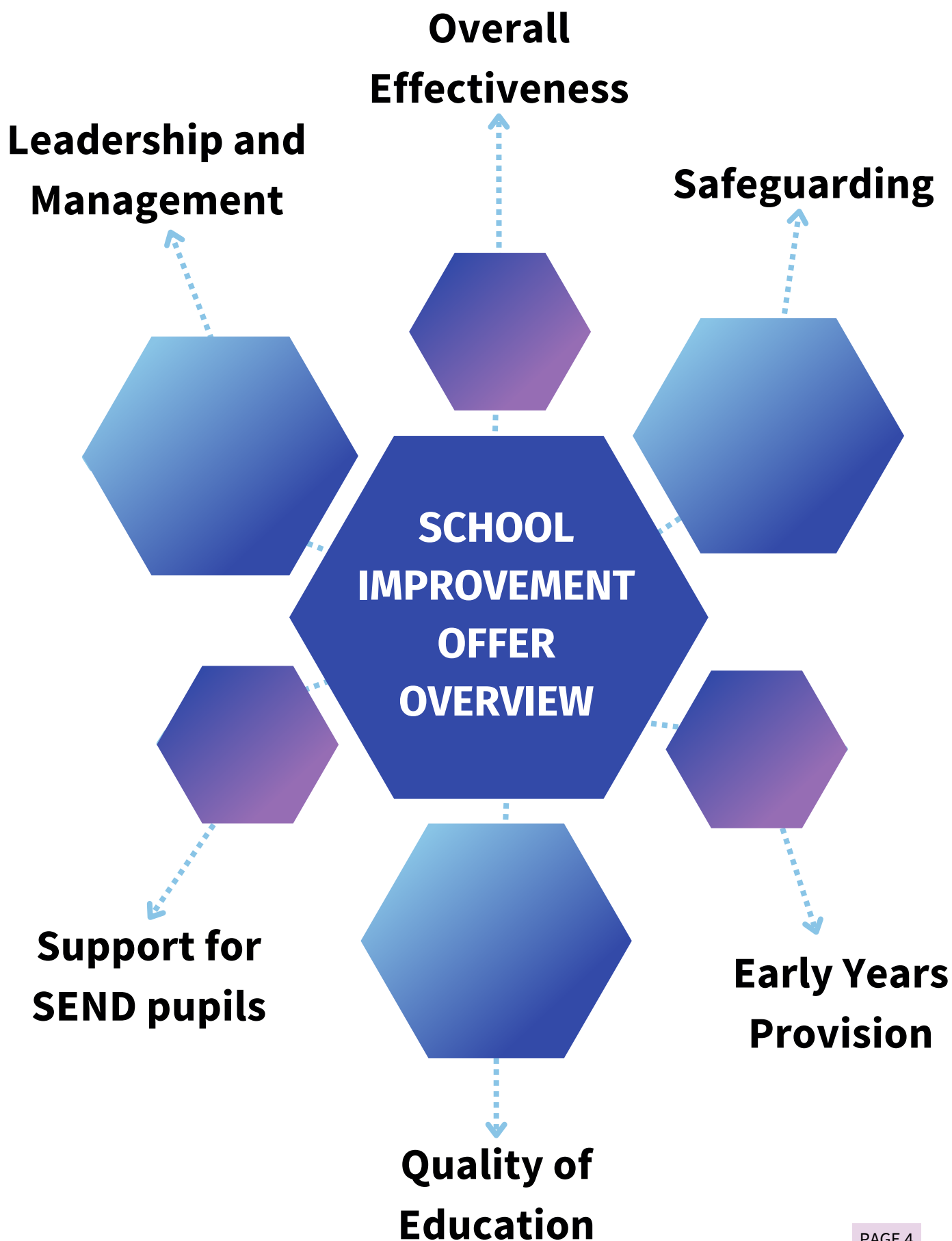
Has been involved in leadership of primary schools at every level as well as working in advisory capacity for local authorities. As well as being a qualified teacher, has been instrumental in turning around schools causing concern as Headteacher.

Early Years Strategic Lead

As a very experienced Early Years Lead and outstanding Early Years teacher, has supported schools in developing the effectiveness of their Early Years. As a qualified teacher, has successfully supported the improvement of all Early Years settings resulting in strong curriculum provision and outcomes.

Inclusion Strategy Manager

Having been in senior leadership positions as SENDCo, Inclusion Manager and Deputy, has been providing direct support to SENDCos and Designated Safeguarding Leads. As Senior Designated Safeguarding Lead to the Trust, has been instrumental in ensuring that Safeguarding is strong across the Trust.





LEADERSHIP AND MANAGEMENT

Statutory Obligations

- Assisting in monitoring the delivery of statutory tests.
- Working alongside HTs and SLTs in schools to support writing moderation before statutory submission.

Assessment

- Supporting leaders in using assessment and data to support CPD
- Supporting planning and adjustments to planning in the light of data analysis

Developing Aspiring Leaders

- Working alongside new and/or specifically identified leaders e.g. new AHTs, DHTs and core SLs to devise action plans and identify key areas of focus in schools
- Assisting curriculum development so that it meets the needs of individual contexts
- Co-planning CPD for delivery to whole school staff
- Supporting the creation of effective SEFs and SIPs
- Working with HTs to devise the best method for reviewing reading, the curriculum and teaching and learning through an agreed format

Evaluating and Monitoring

- A range of potential review activities (outlined above) carried out in an agreed format for maximum impact. Devising an agreed timescale for embedding development points and monitoring impact.
- Learning walks with agreed leaders
- Effective evaluation of areas of the curriculum and T&L identified by HTs themselves.



QUALITY OF EDUCATION

Developing Individuals and Staff Teams

- Identifying strengths and areas for development for key leaders and teachers in schools, thus supporting the creation and development of bespoke support plans.
- Supporting identification of key areas of strength and development and assisting in identifying and planning CPD to meet schools' needs.
- Planning and assessment support, including using assessment information effectively to inform practice, particularly with reference to the wider curriculum
- Ensuring, through follow-up conversations or visits, that leaders have the support required to ensure action points will be successfully implemented with good outcomes

SAFEGUARDING

Safeguarding

- Coaching and mentoring support for DSLs, including managing workload and priorities
- Ad hoc advice and support for specific cases
- Support with managing allegations and low-level concerns against staff
- Providing annual safeguarding training “catch up sessions”
- Devising training package for any safeguarding area to meet the needs of the school
- Support and training for DSLs and Deputies on the management of Edukey
- Implementing, reviewing and monitoring the safeguarding curriculum
- Developing the quality of Safeguarding Link governor visits
- Supervision for DSLs, where the DSL is the HT
- Improving the use of pupil voice to explore current safeguarding themes and assess the impact of the safeguarding curriculum
- Developing risk assessments and safety plans e.g. to manage sexually harmful behaviour or self-harm
- Policy development
- Safeguarding reviews



SUPPORT FOR SEND PUPILS

Leadership Development

- Understanding roles and responsibilities, developing a delegated model of SEND provision
- Coaching/Mentoring for SENDCOs, including managing workload and priorities.
- Setting school vision and developing a whole school inclusive culture
- Effective use of assessments and target setting
- Preparing for OFSTED

Provision

- Identifying priorities and writing SEND development plans
- Effective LSA deployment and making the best use of resources, including financial planning
- Early identification strategies and diagnostic screening
- Developing systems and processes to ensure the Graduated Response is timely/effective
- Individual pupil advisory support to ensure needs of pupils with complex needs are being met
- Improving the quality of interventions, including how to successfully transfer learning back to the classroom
- Developing an effective whole school approach to provision mapping
- Sourcing therapists and alternative provision
- Developing aspiring SENDCOs
- Developing inclusive practices in the classroom, including the use of adaptive teaching strategies
- Supporting SENDCOs in their effective delivery of in class support
- Providing training to curriculum leaders regarding how to improve SEND progress in their subject areas
- Effective use of data to identify barriers to learning and improve planning
- Delivering training to teachers or support staff on any aspect of SEND
- Maximising the impact of LSAs within the classroom, through training or in class support

Statutory

- Suspensions/PEX support and guidance
- Developing effective behaviour support plans, individual risk assessments and reasonable adjustments
- Implementing a school wide behaviour strategy
- Developing effective anti-bullying strategies
- Whole school SEND review
- Support for Inclusion Leads/SENDCOs in monitoring the impact of provision and identifying next steps



EARLY YEARS PROVISION

Statutory Obligations

- Safeguarding and Welfare requirements review
- Additional safeguarding considerations in Early Years, including staff training, consent curriculum, etc.
- Early Years SEND review, solo or joint with SENDCo
- 30-hour offer - all considerations including operating within statutory guidelines, curriculum, staff training, etc.
- Curriculum audit to ensure adequate coverage of the Educational Programmes.
- Transition to Year 1, including training and support for Year 1 teachers and KS1 leads.
- EYFS links to the National Curriculum, including subject leader training and support
- Phonics review

Assessment

- On-Entry data moderation
- Moderation of data at all points in the year
- Data analysis and planning
- Reception Baseline Assessment (statutory)
- Reporting to Parents (statutory)

Developing current and aspiring EYFS Leaders

- Individualised support plans based on experience, strengths and development areas.
- Strategic planning support to meet the needs of all pupils.
- Curriculum development and/or monitoring and feedback
- Coaching towards priorities for improvement
- EYFS Leadership Cluster Meetings and Development Days that include training on key issues or areas, policy/document creation, collaboration and sharing good practice.



EARLY YEARS PROVISION CONT...

Evaluating and Monitoring

- Teaching and Learning Review, Learning walks, either solo or joint with Senior Team
- Quality of teaching and learning review for focus groups of children e.g., PPG, EAL, SEND, etc.
- Learning environment and provision review, area of Learning/subject specific review

Developing Individuals

- Developing, alongside HTs and SLTs, support plans based on experience, strengths and development areas, including additional support for ECT/+1.
- Supporting identification of key areas of strength and development
- Planning and assessment support, including using assessment information effectively to inform practice, particularly with reference to the wider curriculum
- Planning and creating effective learning environments both indoor and out (continuous provision, enhancements, etc), including demonstrations.
- Developing Teams
- Whole team INSET on any aspect of Early Years practice, either linked to your SIP or your EY team's development areas.
- Whole Team coaching



CONTACT US FOR FURTHER INQUIRIES



www.fraysacademytrust.org
office@fraysacademytrust.org
01895 462361