

HIAS and our support for school improvement

For HIAS, school improvement is based on an “approach to thinking” rather than a booklet or checklist to follow. Schools’ contexts are different and we need to be able to understand them all, providing the bespoke support that’s needed. That requires intelligent, agile and reflective thinking and discussion. You just can’t get that from a checklist. It’s about the application of underlying principles into different situations.

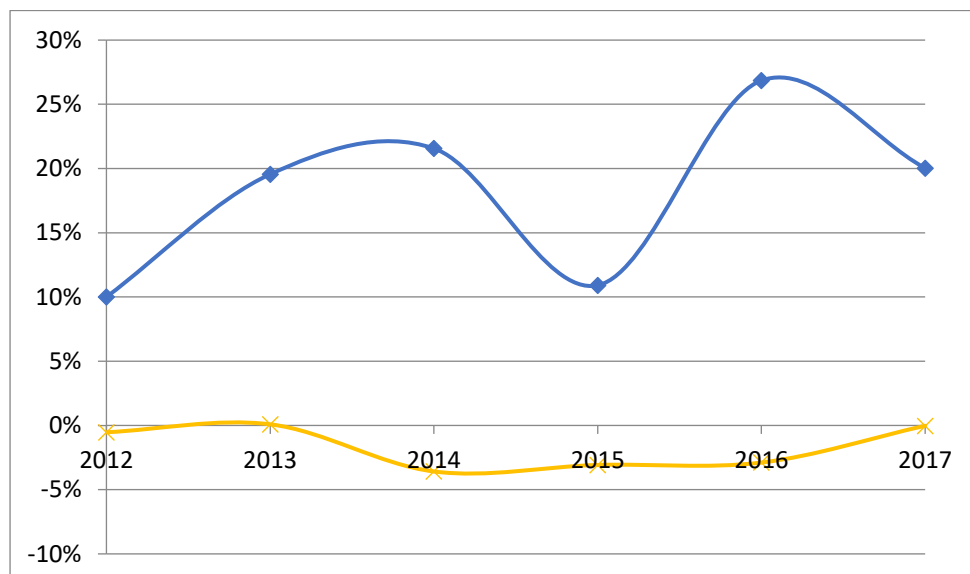
This handbook, then, sets out a number of things. The first section provides our broad principles to school improvement. The second then sets out our model, showing different school contexts and the approach to leadership that each requires. Finally, we provide some illustrative examples of the improvement strategies that could be used in these different contexts. But, just to reflect back the comments in the opening paragraph, these strategies are not intended to be comprehensive or mandatory. They serve to show how school improvement strategies are context specific, underlining the point that effective school improvement has to be based on careful thinking rather than following a list.

Introduction

In school improvement work there is a tendency to look at performance - in whatever shape that takes - over short timescales and then support schools to make improvements on that basis. Too often that can result in “quick fixes” and an associated approach to data analysis that is about picking out points that suggest “underperformance”, so that the problem can then be “fixed”.

Whilst this provides a basis for short term development, this relatively narrow range of data can mask more deep set issues which begin to play out and limit the school’s growth. School improvement is not solely about “fixing” a “rogue” set of performance data. It has to provide the basis for schools to grow at whatever point they are on the school improvement journey.

The starting point for this deeper view lies with drawing together sufficient data to identify a trend. In general terms, the more data you can bring together, the better picture you can draw of the trend. The genesis of this document lay in examining the year on year trend in primary schools’ performance in the headline performance measure against the national figures over 6 or more years. This drew out a number of interesting patterns:



These graphs show the %L4+RWM or %ARE RM for the schools relative to the national figures from 2012 to 2017.

The top line shows a relatively high performing school in which there is a three year growth but then a drop back to the starting point. The 2016 results then seem to continue the growth from 2014 as if 2015 had never happened. But then there’s a drop back in 2017.

So what's going on? It would have been easy to look at the three year trend from 2013 to 2015 and conclude that this is maybe a school that's "on the slide". But add in the 2012 figures and a different picture emerges. This now suggests a school that's been improving but has faced some sort of setback in 2015.

It would have been easy, too - and understandable - if looking at just the three years of 2013, 2014 and 2015 to think that there was a issue that needing "fixing" and to put much time and energy in going back to first principles to "sort out" the problem. The four year pattern in the data suggests, though, that going back to these first principles could result in this time and energy being wasted.

"Meddling" like this can be counterproductive as it can lead to confusion or initiative overload by unpicking emerging changes in practice.

In this specific case, the school did not make any changes to practice. Performance "bounced back" in 2016. And whilst there was a decline in 2017, the measure is still higher than in 2012.

The school will want to look into this and think carefully about what it wants to do but this set of data points to the need for sophistication in approaches to school improvement and a deeper description beyond "fault finding" and "fixing".

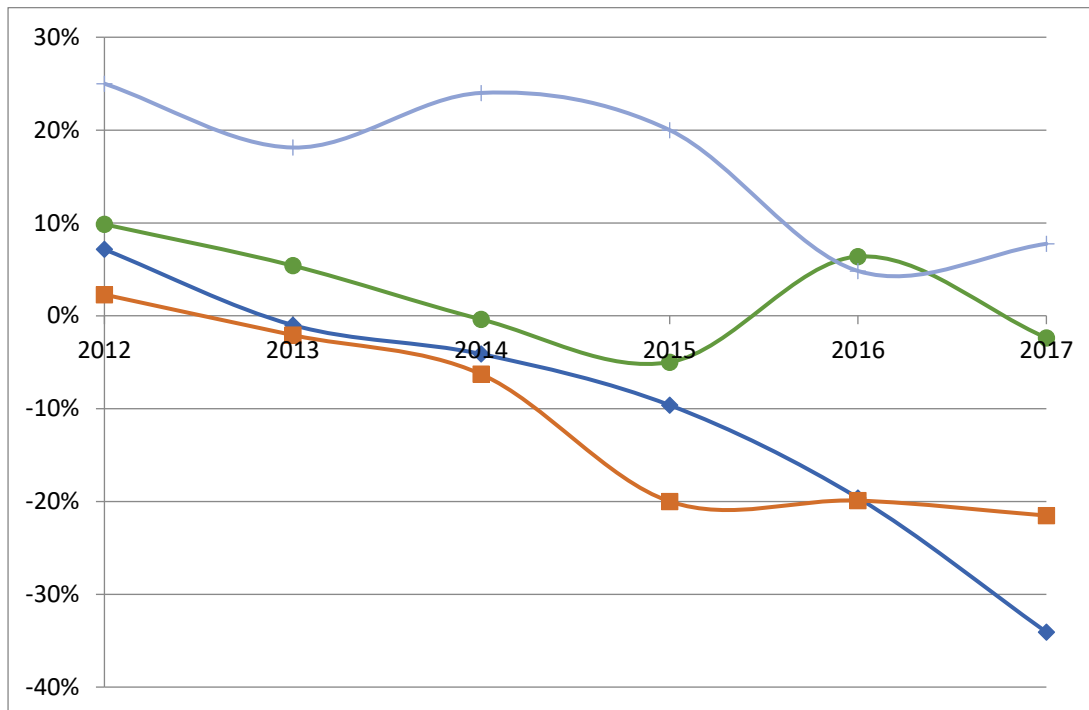
One of the responses that graphs over a long time period can elicit in explaining the peaks and the troughs is that these are "cohort effects". Of course, every cohort has its own unique make up and character but if we are trying to educate children to the point where they reach age related expectations at the end of Year 6 – so they are "secondary ready" to use the DfE phrase – is it right that there are years in which this is not as successful as others? Surely all schools want all children doing well? And part of the purpose of school improvement work is to secure this, ironing out the dips that might come along.

Refining approaches to teaching to help pupils who are supported because of their SEND or who are disadvantaged to learn more effectively is an important element of school improvement work and approaches to support the former can be found in the document "SEN Support Guidance for Schools":

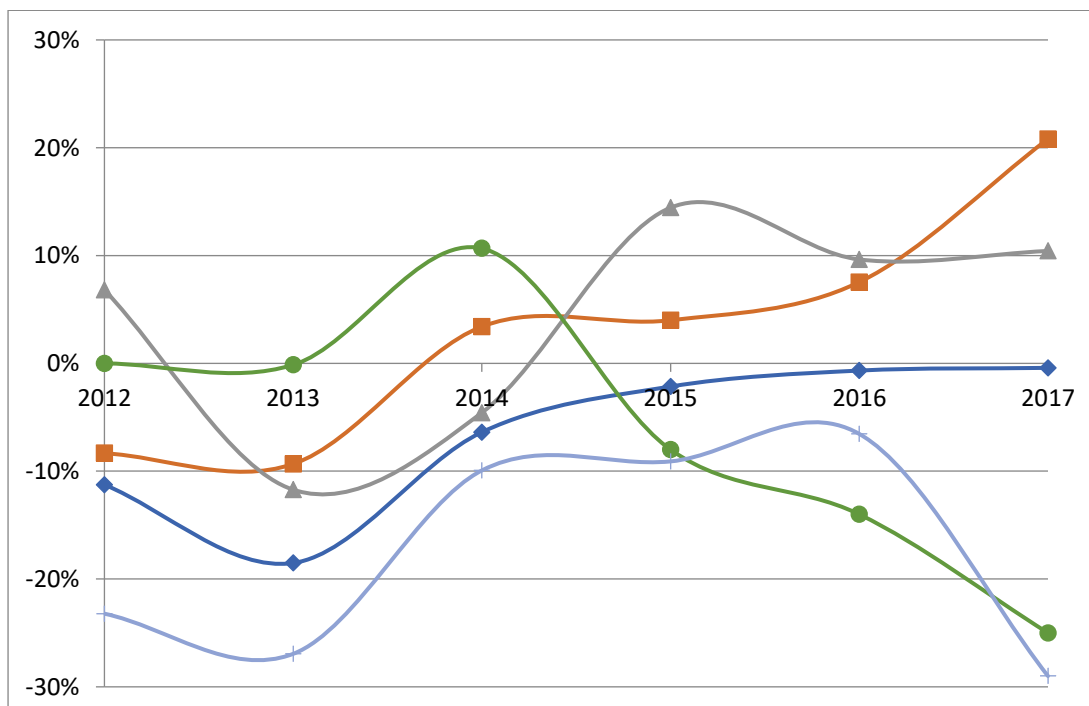
(<https://documents.hants.gov.uk/childrens-services/HIAS/SEN-Support-Guidance-for-Schools.pdf>)

Arguably, this is what has been achieved in the school in the second line down, assuming that performance in line with the national average represents good performance for each cohort.

So what approaches might school leaders take to improvement in the four schools shown below?



And what about here?



Reflecting on these trends over time helps underline the complexity of school improvement and the shortcomings of an approach solely based on spotting “underperformance” and “fixing it”.

Whilst there are situations in which bringing about quick improvement might be necessary, in many schools the improvement need and approach will undoubtedly be more sophisticated than this. There is no “one size fits all” approach.

These graphs expose the challenges inherent in school improvement. They show the need for approaches that go beyond just “fixing” and a need for language that can help to describe a school’s circumstances - but more importantly the approaches headteachers can take to leadership - beyond the crude Ofsted categories of “good”, “outstanding”, “inadequate”. There is a need to develop a more sophisticated understanding of the school improvement journey and the associated leadership strategies that can be used.

We need to be engaging with the leaders in all schools and supporting them with their challenges. As a service we cannot just be interested in the schools that cause concern and nor can we be trying to apply the improvement approaches from such schools into schools that are clearly in a different context.

The HIAS school improvement model was born out of these needs. It seeks to provide that more sophisticated description of leadership approaches and improvement strategies. As with any model, it is only a model. By nature, it is a simplification rather than an intention to provide a comprehensive truth. But through this simplification, it attempts to make the abstract more concrete and aid deeper and more sophisticated conversation and thought. And ultimately stronger school improvement strategies.

This document draws together three things: the set of school improvement principles that guide our work, the HIAS school improvement model and a section on how this can be applied to contextualise school improvement strategies.

In doing this, the intention is not to produce a comprehensive list of school improvement strategies to be used in different circumstances. Nor is it an attempt to prescribe the strategies that must be used. The purpose of this work is to exemplify how approaches to school improvement can and need to be shaped to the school’s context.

As such, this document should provide a helpful basis from which to further debate, discuss and refine school improvement support within HIAS and more broadly with other teams. It is hoped that it can also be used to induct new team members in approaching school improvement. Finally, there are elements that will be helpful in leadership training and also in inducting school based practitioners who are engaged in supporting other schools.

Section 1: HIAS School Improvement Principles

School improvement has been the subject of many books. What follows, then, is not meant to be a comprehensive scheme setting out how to improve a school. What follows is as it says in the title: the principles. These have been derived from the research on school improvement effectiveness, our experience over time and our beliefs about how such work should be conducted with schools. They also reflect the current statutory duties placed on local authorities in respect of their school improvement function.

- Fundamentally we work with schools in the best interests of children. School improvement is about making things better for children.
- School improvement is the result of teachers becoming better teachers, leaders becoming better leaders and governors becoming better governors. Within the school there will be other things that need to develop, such as the curriculum or particular systems. But changing these in isolation will not effect significant improvement. The key lies with developing the ways in which people work within the institution.
- This means effective school improvement is about changing the way that people think. It is this in turn that enables them to work in more effective ways and also leads to the change being embedded.
- To achieve this, there needs to be a shared and accepted understanding of what needs to be developed and why. Key to this is the constant questioning and evaluation by school leaders of the school's work, often characterised by the mindset of "a healthy obsession with failure". As part of this, leaders understand and use "outside eyes" to guard against "norming on themselves".
- But, school improvement is not about chasing an indicator to improve that indicator. It's about bringing about deeper change which in consequence leads to the indicator improving. Getting to the heart of why things are as they are, as opposed to describing the situation and then reacting, enables this deeper change. It is this that will shape how thinking and therefore practice needs to develop across the school.
- School improvement is not an activity based on monitoring. It is not an activity solely about data analysis. It is not about using checklists. Whilst these activities have a role in leaders' questioning of effectiveness, they do not on their own help the understanding of why things are as they are, nor what needs to be done. They have a use in informing the view about the context but do not bring about improvement on their own.

- Elements of the knowledge needed to bring about the improvement are held within the school. Often these can be held within day-to-day practice that people do intuitively. So, part of effective school improvement is about making this tacit knowledge explicit.
- Sometimes this knowledge needs to come from outside the school. Whatever its source, recognition needs to be made about the school's context in its application.
- Our work is bounded by statute. This sets out that schools are locally managed and governed institutions. We do not therefore direct school leaders or governors. We do not act as quasi headteachers or governors. Our role is to work alongside schools providing support and challenge to school leaders and governors - challenge about its performance and support with improvements. We do this in inverse proportion to success.
- This means that the local authority does not “do” the improvement for the school. Schools are in charge of and manage their own development. Our work is therefore about supporting schools on their journey. In that small number of schools that need to draw upon a significant level of local authority support, this support is exactly that. It should feed into the work that the school is doing between visits rather than be the totality of the school improvement work.
- We work with schools in “trustful partnerships” and in a proactive way. But throughout our work we maintain a level of professional scepticism, however strong the trustful relationship and the engagement of everyone. We are working with schools in the best interests of children, rather than “just” working with the school.
- In the same way in which the school's approach to improvement needs to align with the school's context, so our support for the school's improvement strategy needs to be tailored to the circumstances. If people are to learn new ways of working, these have to reflect what it is people need to know – there is no one plan to school improvement that can be used in all schools. Whilst there are key things that any school needs to have in place to be successful, how that comes about will vary from school to school.
- Skilled support for school improvement does this and it is what we do. There is no one size fits all approach, no neat checklist. It's about understanding the context and working through the most appropriate strategy. And that means the most appropriate strategy for the school rather than for our support services.

Section 2 HIAS School Improvement Model

The core aim of the Hampshire Inspection and Advisory Service (HIAS) is:

‘Every school a good school for all pupils and students.’

To secure this aim, the work of HIAS focuses on developing ‘professional capital’ (Hargreaves and Fullan; 2012) of school leaders, governors, teachers and other staff supporting children’s learning - across the system and within individual schools.

The role of HIAS is to provide timely support (and challenge where appropriate) to school leaders, governors and staff so that schools who are not securely good for all children improve and to enable all schools to sustain high quality education into the future.

The relationship with schools is based on a shared vision of excellence in which we work together to help every school become highly effective, so that pupils and students get the opportunities, provision and outcomes they need to flourish, achieve and succeed – *now*, and in the future. We strive to develop and maintain this relationship based on a number of key characteristics:

A **strong respect** for and belief in schools’ self-determination and autonomy;

A **commitment** to support and challenge all schools to help them achieve their ambitions for the young people and communities that they serve;

A **duty** to prevent schools from failing and to intervene effectively to this end;

Prioritising our work so that schools rapidly secure improvements where they are in danger of falling below the national floor standards or are not yet judged by Ofsted to be good or outstanding;

A **promise** of appropriate support if schools find themselves in difficulties;

An **understanding** of the power and importance of schools helping to improve other schools;

A **belief** that jointly developing good practice across the system can bring benefit to all, coupled with the knowledge that in our schools we have some of the very best leaders, teachers, practitioners and governors in the country;

A **conviction** that developing the thinking of leaders, teachers and practitioners can have a direct impact on the thinking and progress of the children and young people that they work with, and that this is the way in which new and innovative ways of working emerge;

A **pledge** that we will act as champions of pupils, parents and the pursuit of excellence in all its forms;

An **unwavering focus** on the most vulnerable children and young people in our society, including children in care and others in receipt of pupil premium, who are always of the highest priority;

The **harnessing** of leadership capacity for the improvement of the whole system.

At any point in time, schools will be providing education for their pupils with varying degrees of effectiveness. Our role as inspectors and advisers is to provide tailored support appropriate to the current needs of the school, building on current strengths within the organisation. This is coupled with an ongoing premise and expectation that schools use the support to become self-sustaining moving forward. Inspectors and advisers need to critically evaluate the causal factors and strategic issues affecting performance, so the focus of improvement is well placed to make the biggest difference.

In 'Freedom to lead: a study of outstanding primary school leadership in England' (2014 p36) Matthews et al. outline different facets of leadership that are required depending on the current effectiveness of the school. It's important to understand then that the "4Rs" are not, then, terms that describe categories of schools, but approaches to leadership that are needed in these contexts.

Facets of Transformational Leadership

	Recovery	Reinforcement	Refinement	Renewal
Effectiveness of the school	<i>Seriously underperforming or 'inadequate' school</i>	<i>Requires improvement to be 'good'</i>	<i>Good to Outstanding</i>	<i>Sustaining Excellence</i>
Leadership Focus	Leading recovery, instilling belief, raising expectations, improving teaching and learning, raising standards.	Promoting vision, distributing leadership, ensuring consistency, building confidence, capacity and capability.	Empowering leadership, planning succession, promoting innovation, sustaining excellence, growing leaders, training teachers.	Leading and brokering school improvement partnerships, developing the system.
	The need is for recovery or: rapid control, arrest of decline, assessment of priorities, firm action, critical decisions, modelling what is needed.	Such a school requires reinforcement : building capacity, harnessing good practice and improving that which is not, developing and empowering staff, ensuring consistency, raising aspirations, designing and implementing a strategy for creating a school that is good or better.	The task involves refinement : ensuring that all teaching and learning is good and that an increasingly high proportion is outstanding, refining monitoring and evaluation, ensuring that the needs of every pupil are met, growing leaders, reducing achievement gaps and maximising	This requires attention to renewal : not simply sustaining outstanding practice but building on it, innovating, fine tuning and spreading the school's influence more widely.

			progress and outcomes.	
--	--	--	------------------------	--

At any given point the effectiveness of a school may sit somewhere on a continuum between needing 'recovery' or focussing on 'renewal'.



HIAS inspectors and advisors work with schools across the range; whether it be to support '**recovery**', '**reinforcement**', '**refinement**' or '**renewal**'. The prioritised HIAS support is for schools who require '**reinforcement**' and very occasionally '**recovery**'. Schools requiring 'reinforcement' are not just schools who have a current Ofsted category of 'requires improvement' but also schools who are at risk of not sustaining a 'good' judgement at the next inspection. The vast majority of schools in Hampshire could be identified as requiring '**refinement**' including some schools that might currently be classified as 'Outstanding' by Ofsted. After other priorities, our work is increasingly focused on supporting these schools in the 'refinement' stage. Depending on the needs of the school, we need to adapt approaches taken to support schools. The table below outlines some examples of how approaches to support might be broadly different for each stage.

Possible approaches to HIAS support in schools	
Recovery	<p>Mentoring and providing guidance on the development of management systems including for safeguarding, school improvement planning, self-evaluation, assessment, pupil progress meetings etc.</p> <p>Supporting leaders to raise expectations of staff, especially for disadvantaged pupils and children with SEND.</p> <p>Signposting and guidance on development of a positive learning climate including behaviour.</p> <p>Providing models and guidance on planning the curriculum often working directly with teaching staff.</p> <p>Providing CPD for staff to improve subject knowledge and pedagogical approaches for teaching effective lessons.</p> <p>Supporting the development of senior and key middle leaders to drive the needed improvements. Increased capacity on the governing body. IEB if necessary.</p> <p>Reviews of governance, safeguarding, pupil premium etc if commissioned by the school.</p> <p>Training and support for governors.</p> <p>Brokering school to school support to increase capacity in leadership if necessary.</p> <p>Regular LA monitoring and review to determine whether the school is on track to achieve the required improvements – termly monitoring visits and reports; half termly progress review meetings.</p>
Reinforcement	<p>Coaching / mentoring to ensure that school systems are being used effectively and are being sustained by leaders.</p> <p>Coaching / mentoring leaders to ensure provision for vulnerable pupils is having the intended impact.</p> <p>Coaching leaders to support staff with planning the curriculum.</p> <p>Working with school leaders to provide CPD for staff to improve subject knowledge and pedagogical approaches for teaching effective lessons.</p>

Possible approaches to HIAS support in schools	
	<p>Supporting the development of middle leaders (and senior if necessary) to drive the needed improvements and to become more effective in their roles.</p> <p>Training and support for the governing body to ensure they are carrying out their roles effectively and holding senior leaders to account.</p> <p>Reviews of governance, safeguarding, pupil premium etc if commissioned by the school.</p> <p>In addition to the LLP annual visit, regular LA monitoring and review for high priority schools and some medium priority schools to determine whether the school's improvement is on track.</p>

Possible approaches to HIAS support in schools	
Refinement	<p>LLP annual visit.</p> <p>School commissioned work which could focus on:</p> <p>Evaluating the effectiveness of existing systems and practice and coaching / signposting / advising on strategies to enhance and improve.</p> <p>Supporting leaders and governors to align current school systems so there is greater efficiency and impact.</p> <p>Coaching and supporting leaders and governors to more forensically evaluate school effectiveness and impact of school improvement initiatives.</p> <p>Reviewing the effectiveness of school strategies to close gaps in learning especially for disadvantaged and pupils with SEND, drawing on, for example, SEN Support Guidance for Schools (https://documents.hants.gov.uk/childrens-services/HIAS/SEN-Support-Guidance-for-Schools.pdf), and to ensure all pupils are suitably challenged including higher attainers.</p> <p>Coaching and supporting leaders and governors to ensure CPD is having impact and value for money.</p> <p>Coaching and support for leaders and governors to evaluate and refine the whole school curriculum.</p> <p>Working with school leaders to provide CPD for staff to continue to improve subject knowledge and pedagogical approaches, including how this will be personalised and embedded.</p> <p>Facilitate opportunities to work collaboratively in school or with colleagues in other schools on research and adaptation – encouraging the self-reflective practitioner.</p> <p>Signposting / facilitating visits to other schools with some aspects of highly effective practice</p> <p>Where appropriate brokering opportunities for secondment of leaders to other schools.</p>

Possible approaches to HIAS support in schools	
Renewal	<p>LLP annual visit</p> <p>School commissioned work which could focus on any of the 'refinement' examples</p> <p>Facilitate opportunities to work collaboratively in school or with colleagues in other schools on research and adaptation – developing the self-reflective practitioner.</p> <p>Brokering opportunities for secondment of leaders to other schools or specific support for other schools.</p> <p>Signposting / facilitating visits to other schools with some aspects of highly effective practice and hosting for other schools to share practice.</p>

Selecting the most appropriate approach

Our role as HIAS inspectors and advisers adapts depending on the phase of development the school may be in. From predominantly instruction and mentoring in 'recovery' schools, to guidance and coaching as capacity improves through the stages of 'reinforcement' and 'refinement', adapting to consultation and facilitation where schools are at the 'renewal' stage. For the purposes of this model, mentoring is defined as teaching, advising or guiding. Coaching in this context is defined as the methods used to enable 'coachees' to acquire greater understanding from within themselves, facilitating increased capacity to problem solve autonomously. Timothy Gallwey in 'The Inner Game of Tennis' (1986) defines coaching as 'unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them.'

This model is simplistic, however, because approaches taken to support schools will essentially depend on the effectiveness and capacity of the school's leadership and governance. Strategies being used will need to be further honed accordingly.

Assuming sound and accurate advice based on informed practice and research is provided, the impact of support provided by any education adviser is determined on the actions and further reflection that follows in the school. Impact is dependent on the capacity of leaders and governors to self-evaluate and act on advice / support being provided by driving the implementation and embedding of effective systems and practice. When deciding the appropriate approach to take, we need to therefore evaluate the capacity of leaders in the school, who the key drivers are and determine the type of support or challenge they might need to be able to make the necessary impact. For example, effective leaders do not need to be told how to make changes but could benefit from talking through approaches they will take with challenging 'what if...' questions. Alternatively, a less experienced leader may need to be coached and mentored on strategies that will be used to drive the implementation.

Leaders of differing levels of capacity could be present in schools at any phase of effectiveness. A highly effective headteacher may have joined a school in need of 'rescue' or 'reinforcement' who knows what needs to be done and has a toolkit of strategies to draw on to make the necessary change. Alternatively, there may be inexperienced senior leaders or governors within the 'refinement' and 'renewal' stages who are working in schools with greater capacity overall, but may not have the range of personal leadership and management qualities to affect change in the most effective way.

To summarise

HIAS inspectors and advisers need to be adaptive to the complex and unique circumstances in each school. To have impact and affect sustained improvement we need to understand the context of the situation and then choose the most appropriate approach to work with people in the organisation. The four categories given in the model seek to describe the leadership approach needed in the school's circumstances.

Understanding the context

- Critically evaluate the causal factors and strategic issues affecting performance so the focus of improvement is well placed to make the biggest difference
- Reflect on the school's capacity to improve; its current effectiveness reflected in its phase of development and the strength of leaders and governors



Deciding the appropriate approach

- Providing support and challenge through approaches that are tailored to the context and capacity in the school
- Provide (or signpost) sound and accurate advice based on informed practice and research which builds on the existing strengths of the school



**Enabling the management of change, organisational development
and quality systems improvement**

Section 3: Using the model to contextualise improvement strategies

This section draws together thinking about the recovery, reinforcement, refinement and renewal leadership approaches that might be taken in seeking to improve the school's performance in one of four specific areas:

- Leadership
- Teaching
- Curriculum
- Behaviour, attendance and well-being

Whilst the preceding section set out broad approaches that might be taken across the school as a whole, this section becomes a little more atomistic, examining approaches that might be taken to specific issues. Whilst a school that needs a “recovery” approach is probably likely to require “recovery” in all four of these areas, a school that needs “reinforcement” or one that requires “refinement” might find that teaching and behaviour might be in a different place to the curriculum. This section explores the thinking, then, that can be used to address these discrete elements of the school's work.

Again, the purpose is not to provide a comprehensive list of approaches but to show how strategies are context specific. This section is intended to be an aid to thinking and provide a good starting point for discussions about the required strategy, rather than being a menu or a direction or a comprehensive list of everything that might be done.

It's been mentioned previously but it's worth mentioning again that it is the school's role to provide leadership to move things forward. It is not the role of HIAS. We work alongside the school providing support and when necessary, challenge. Within these sections you will find statements about the way in which we must tailor our work in supporting schools to the context. In the same way that leadership activities are context specific, so are the activities we undertake in support of the school.

The different authors have gone about writing these sections in different ways. In some cases they have listed the school's approaches and HIAS approaches separately, in others they are all together.

1. Leadership: approaches to its improvement

In improving the leadership of the school, there are some general underlying principles that cut across all the 4Rs which then are applied into the specific context. These generic principles are set out below. The accompanying tables then show how they can be contextualised.

Model 1

Leadership	Activity	Implications for HIAS
<p>Recovery</p> <p>No sense of centrally defined purpose</p> <p>Establishment and clarification of context of the school.</p> <p>Leaders vision for the school – what is it like on the best day?</p> <p>Defining what is to be achieved – leaders understanding of the standard – what good looks like.</p>	<ul style="list-style-type: none"> • Establish a relationship of trust, honesty and openness • Defining the shared aim and identifying challenges/barriers to improvement • 'Confront the brutal facts but never lose faith' • Establishing a clear sense of the reality of the school • Questioning with leaders at all levels to ascertain understanding of how they see the reality of the school and their expectation of what good looks like. • Defining and shaping what good look likes • Evaluate the capacity of staff to implement planned approaches • Exploring leaders' vision for the school to define what the vision looks like if achieved • Supporting the development of the route map to improvement • Challenging expectations 	<ul style="list-style-type: none"> • Lead with questions • Engage in debate not coercion • Diagnosis and identification without blame • Make sure relevant information cannot be ignored • Model being an effective leader • Likely to be no connectiveness • Consider how to build momentum • Is HIAS work congruent and connected to the school improvement plan?

Leadership	Activity	Implications for HIAS
<p>Clarity of role, responsibility and accountability.</p> <p>'Confronting the brutal truth' (Jim Collins, 2001)</p>	<ul style="list-style-type: none"> • Supporting the development of universal approaches • Supporting leaders to develop a shared lexicon – shared educational vocabulary 	
<p>Reinforcement</p> <p>Wanting to develop consistency</p> <p>May be pockets of stronger practice</p> <p>Checking impact of recovery activities – is there a clear and unambiguous vision for the school?</p> <p>Check understanding of context including</p> <p>Checking that all leaders understand it – have the rest of the staff bought in?</p>	<ul style="list-style-type: none"> • Development of strategies to develop leadership and accountability • Development of strategies to develop teaching and learning • Exemplification of consistency – what does it look like? Where will I see it? • Supporting the move to more bespoke approaches • Quality assurance of self-evaluation and subject knowledge • Identification and implantation of professional development needs • Checking the connectiveness of understanding • Challenging stereotypes/'perceived reality' • Reinforcing what the vision will look like in practice when achieved • Articulation of barriers to improvement • Evaluate consistency of use of shared educational vocabulary for school improvement 	<ul style="list-style-type: none"> • Model being an effective leader • Involve more school staff to start to build capacity • Evaluate connectiveness through shared activity • How is momentum building?

Leadership	Activity	Implications for HIAS
Refinement Shared understanding of what good looks like Action being taken to secure good Failure not seen as threatening	<ul style="list-style-type: none"> • Finishing the journey • Evaluating the impact on all pupils drawing on, for example, SEN Support Guidance for Schools (https://documents.hants.gov.uk/childrens-services/HIAS/SEN-Support-Guidance-for-Schools.pdf) • Challenging expectations – good enough • Re-examine core purpose – central • Identifying and developing a sense of distinctiveness – why is right for your community • Challenge for the minority groups • Sustainability and future proofing – • Supporting and evaluating moderation activity 	<ul style="list-style-type: none"> • Appreciate the difference between schools that have been on the journey from Recovery and those that already at this stage • Shared understanding of what needs to happen to continue to improve – not just HT or SLT
Renewal Feel the culture of good Secure way of doing business	<ul style="list-style-type: none"> • Challenging and co-evaluating strategies for improvement • Supporting the evaluation of the effectiveness of approaches • Managing transitions – new staff • Support to develop marginal gains • Evaluating the ability to grow leaders • Signposting best practice in key areas – outward looking • Graphs – challenge around expectations. Even better if.... • Checking self-awareness • Co-construction of activity • Evaluate – discipline – leadership levels – driven by HT? Shared understanding of role 	<ul style="list-style-type: none"> • Difference when commissioned? • Provision of bespoke approach • Work alongside leaders • Awareness of norm referencing • Will require careful and considered questioning – this will need to be prepared and planned

		Vision	Reality	Staff Capacity	Strategy	Professional Development	Momentum	Discipline	Brand
Recovery	↑	Defining and shaping what good looks like Exploring leaders' vision for the school to define what the vision looks like if achieved	Establishing a clear sense of the reality of the school Questioning what is the perceived reality if the school	Evaluating the current capacity of staff to implement strategy Supporting the development of the route map to improvement	Defining the shared aim and identifying challenges/barriers to improvement	Establishing current CPD needs Supporting the development of universal approaches	Articulation of barriers to improvement	Challenging expectations	Supporting leaders to develop a shared lexicon – shared educational vocabulary
Reinforcement	↓	Exemplifying expected practice that reflects the vision to develop consistency	Quality assuring leaders self evaluation	Evaluating the increased capacity of staff Development of leaders beyond SLT	Supporting the development of improvement strategies for T+L and L+M	Supporting the development of more bespoke approaches to CPD Evaluating the impact of CPD	Reinforcing what the vision will look like in reality	Challenging stereotypes or commonly held views	Evaluate consistency of use of shared educational vocabulary for school improvement

	Vision	Reality	Staff Capacity	Strategy	Professional Development	Momentum	Discipline	Brand
Refinement	Evaluating the extent to which the vision is evident	Evaluating the equity of impact on all groups of pupils	Evaluating all leaders understanding of the role and exemplifying impact Identifying where increased capacity may be required	Evaluating the strategy – still effective and fit for purpose?		Evaluating the capacity of staff to continue to impact on this stage of the journey of improvement	Challenging expectations – have expectations risen to reflect current stage?	Re-examining core purpose Evaluating distinctiveness – why is the right for this school community
Renewal		Supporting the evaluation of the effectiveness of approaches	Supporting the development of longer-term strategic planning linked to staffing Evaluating leaders ability to grow leaders	Challenging and co-evaluating strategies for improvement		Evaluating the effective of induction of new staff		

Generic themes

The work of the HIAS Primary Phase Inspector/Advisor (PPI), who is often the school's Leadership and Learning Partner (LLP), with school leaders in every phase or stage of the HIAS School Improvement Model is complicated and challenging as the titles we have given our primary school work force. Our minimum entry requirements are that to be a HIAS PPI you must have been a highly effective headteacher and yet the role requires so much more.

This cannot be overstated.

The different aspects of the role – inspector vs advisor

Some of the role is captured in the title. A PPI must be able to provide school leaders with good advice, but they also need to be able to make clear and unequivocal judgements based on triangulated evidence. But the role of PPI is so much more than that of an inspector who visits a school, follows a handbook, considers evidence, make judgements, writes a report and leaves. Largely this is not about school improvement it is focussed quality assurance not supporting the school to improve – it's challenge heavy.

The PPI role is necessarily evaluative, so evidence-based judgements need to be made but when we challenge, we do it in the context of support. Similarly, the role of the PPI is different from that of an education advisor or consultant which is often support heavy. Whilst PPIs will provide school leaders with the best advice they can or direct the school leaders to other HIAS colleagues best equipped to give the advice our role does not end there. HIAS staff work with integrity, this means that simply giving advice without appropriate challenge is not an option. We have a duty to "hold up the mirror" to school leaders so that they can recognise their school's strengths and weakness.

Consequently, PPIs need to have the skills and experience to both support and challenge school leaders in a way that enables leaders to continue to engage with the PPI and HIAS colleagues whilst still, where necessary, holding school leaders' feet to the fire. It is a very fine line we tread, and it takes considerable knowledge, expertise, skill and experience to do so successfully.

It is important to note that there cannot be a 'one size' fits all approach to our work with schools. Schools are autonomous and decision-making rests with school leaders. General approaches will need to be tailored to the unique and distinctive nature of the school. PPIs will need to recognise and guard against any potential unconscious bias when working with school leaders.

The summary above is a little trite and simplistic but it is intended to begin to make the point that the role of PPI, and indeed LLP, is about as straightforward as their titles and gets more complicated and challenging as you work through table 1 below.

Table 1 sets out the four stages of the HIAS Improvement Model and it includes examples of elements of leadership addressed in each stage, examples of the sort of activities one might undertake in each stage and potential implications for HIAS colleagues. Interestingly almost all the activities and approaches could be relevant, to different degrees, with schools in each of the stages of the model dependent on the school's context. This is key; the school context is never the same and our approach to school improvement is likely to be different with each school although there will be a core of common practice, transferable approaches, activities etc. That said, our approach to working with school leaders is, in the first instant, always informed by the school's context including our relationship with them. This needs unpicking by the PPI/LLP before undertaking work with a school and in some cases the PPI should be working with the SIM on this prior to engaging with school leaders.

Similarly, the implications for our work are also largely applicable to each of the stages, refined in light of the school context. For example, communication needs to be clear and unequivocal in almost every case, but we all know that occasionally we need to be a little convoluted to ensure the message is acceptable to leaders. Similarly, we would often want to lead with questions and engage leaders in debate to help them to move forwards in their thinking but sometimes, it is more appropriate, and necessary, to tell them. Decisions like this are judgement calls some of which we can prepare for but at other times we must make the call in the moment, and that takes expertise and judgement.

Another key element that is important, to a more or lesser extent, is quality and relevance of the school vision and this largely depends upon the school context. For example, in a school where leaders' and staff' capacity to articulate a vision, their understanding of how they are working to achieve it or how they live it day to day and what the school will look like and sound like when they achieve it will determine how we work with leaders on vision but also on improving the school more generally. This is likely to be a weaker area in recovery schools but not necessarily all. In terms of renewal schools, it is also likely to be an important area to discuss and clarify with school leaders in order that the school renewal is in light of a renewed, and possibly radically revised, school vision.

The co-constructive facet of our work is also evident in each stage of the model to varying degrees. Earlier we noted that in a few instances "telling" is an appropriate strategy to employ and whilst this is most likely to be appropriate in "recovery".

However, in almost every situation we are endeavouring to get leaders to co-construct their own solutions, strategies, etc to improving their school. There is no

HIAS school improvement final_July 2021

doubt that coaching techniques and approaches to our work are valid. However, we must make the distinction between our role and coaching, we are not coaches.

In table 2 we have taken eight themes that have come from various discussions, that appear to run or are pertinent, to varying degrees, through the 4 stages of the model.

Vision

As stated earlier clarifying a school's vision, when leaders believe they will be living their vision and values every day and what it will look like and sound like when they do, including pupil outcomes against national benchmarks will need to be addressed in almost every school in every stage. The way we do it, however, will vary widely depending on the context of the school. We need to support the leader to "find and hold the vision."

Reality

We should be candid. An important part of our role is to ensure that leaders recognise their school reality, that they have confronted the "brutal truths". Again, the way we do it will be influenced by the school's position in the model and the context of the school.

Leading a school is a tough job. All PPIs are ex headteachers they all know this. Consequently, we are well placed to support and advise leaders on strategies, approaches, etc to address the burden of leadership, the inner battles and those elements of headship that cause one to wake at 4am, "the dark nights of the soul".

Staff Capacity

This links closely to the section above and is a key factor and driver of school improvement. We will all be able to think of a school that is not effective because of the competency of a teacher(s) and leader's apparent inability or will to address the situation. Similarly, we may be able to recall an effective school that is unable to develop any further until entrenched beliefs and practice are addressed. It is part of our role to help (support, challenge, both) school leaders to understand the capacity of their team, "who's on the bus, who's not, who needs to get on and who needs to be helped off". Once they know what they have, and we have ensured that can articulate what they need and when they need it by, we can support their thinking and actions to ensure this happens.

Leaders must nurture and grow their staff capacity and we need to be able to, if necessary, support them. Similarly, we know that managing the impact of change on staff needs to be planned for, leaders cannot simply expect staff to take on the change as if nothing has happened and we have a role in this also.

Strategy

Schools are unlikely to improve because of a set of haphazard unrelated actions. Depending on context, it is part of our role to support and challenge school leaders to develop a strategy for improvement that they can readily translate into a plan that all stakeholders are invested in, understand and can implement to deadlines.

Professional Development

Professional development is a significant factor in developing and maintaining staff capacity. Too often schools try to improve without considering the professional development staff need, the resources they are willing to dedicate to it, both time and money. Similarly, they pay insufficient attention to the collective learning of the school team and the implications this has for members of staff joining the team. Consequently, too often several years into their improvement journey leaders realise that such has been the turnover of staff that they must repeat previous learning or professional development. This has implications for induction programmes.

Momentum

“Flywheel, not doom loop”. To improve a school at any stage leaders need to build momentum. A leader needs to be both inspired and inspiring, we need to be able to support school leaders so that they enthuse others to share and engage in making the vision real and enacting their mission.

Discipline

Not to be confused with a head’s tyrannical discipline of staff or the overzealous holding of leaders to account by the governing body or indeed us. We need to show leaders, if necessary that discipline is an essential element of an effective school. Another way of thinking about this is tight loose, the culture of discipline involves a duality. Effective schools have disciplined people working within a disciplined framework which gives them the responsibility to be safely loose or creative, in order to achieve their school’s vision and deliver on their mission. It is about disciplined leaders who develop disciplined staff and school staff who, together and individually, engage in disciplined thinking and then take disciplined action. There is a rigour to their work.

Brand

Brand sounds like Edu speak or school improvement jargon but it is important in improving a school and therefore we should consider it as part of our work with school leaders. It is closely aligned to vision and mission, but they are not the same thing. Brand is the art of the leader simplifying their undeniably complex context, including vision & mission, into one basic principle or concept that unifies and guides everything. An effective brand is usually informed by three elements; what are we

deeply passionate about, what will it look and sound like when we are best we can be and resources (time & money).

1. Teaching

Again, a number of key strategies can be identified. How these are contextualised is shown in the table. It's important that whichever activities are used they are brought together into a defined, coherent strategy.

Teaching and Learning Culture	
Recovery	<ul style="list-style-type: none"> • Work with the head to develop a clear and robust view of what teaching will look like in the school. • Support the head to accurately evaluate the quality of teaching by narrating alongside what is happening and identify next steps. • Support to write T&L policy with guidance for staff. • Support the headteacher to identify what the basics for teaching in the school's context need to be and support them in implementing them. Support to get them in place
Reinforcement	<ul style="list-style-type: none"> • Work alongside the leaders to refine and develop the understanding of good T&L and ensure that it moves beyond the mechanistic • Support the head and wider leaders to accurately evaluate the quality of teaching by narrating alongside what is happening and identify next steps. • Making the tacit explicit, ensuring there is clear articulation of what is effective in teaching. • Develop a strategy for T&L in order to improve 'teaching' and not 'teachers'. • 'Catch them being good' as teaching develops in order to build momentum. • Support switches from directing to enabling. • Help heads to hold teachers to account for implementing agreed changes. • Build confidence of leaders to independently build capacity and develop T&L.
Refinement	<ul style="list-style-type: none"> • Consider latest research and evaluate and review the school's T&L policy alongside research. • Explore with leaders whether what they are doing effective for all children. • Draw on SEN Support Guidance for Schools (https://documents.hants.gov.uk/childrens-services/HIAS/SEN-Support-Guidance-for-Schools.pdf), for example

Teaching and Learning Culture	
Renewal	<ul style="list-style-type: none"> Consider latest research and evaluate and review the school's T&L policy alongside research. Use teachers to support other schools.
Coaching	
Recovery	<ul style="list-style-type: none"> Establish a P/T/R model where coach works closely alongside individual teachers to model planning, strategies in the classroom, marking and feedback.
Reinforcement	<ul style="list-style-type: none"> Develop whole school understanding of modelling, coaching and peer support. External T&L coach to work with individual teachers. Support teachers to reflect on and develop their own practice
Refinement	<ul style="list-style-type: none"> Validate and QA the quality of T&L coach Train the T&L coach in a Plan/ Teach/Review model Work with T&L coach to develop a shared vision for T&L and for coaching Coaching the coach - critical reflection to understand the steps that they need to develop in others. Introduce a Peter Denny model of excellent teaching. Governor Services to support governors to evaluate the effectiveness of the strategy to improve teaching and value for money.
Renewal	<ul style="list-style-type: none"> Validate the quality of T&L coach Work with T&L coach to cascade the school's model. Introduce a Peter Denny model of excellent teaching. Consider with leaders where coaches sit on the novice/expert continuum. Support teachers to reach beyond their own school to coach practice.

Pupil Progress Meetings (PPM)	
Recovery	<ul style="list-style-type: none"> • Establish and carry out PPM in the school and model for the head and other leaders. • Lead the PPM within the school, directing the leadership to prepare for the meetings and to follow up on agreed actions. • Support teachers and leaders to identify target children within the PPM and plan actions. • Ensure a focus on vulnerable groups.
Reinforcement	<ul style="list-style-type: none"> • Observe and feedback on PPM undertaken by leaders within the school. • Evaluate the leaders use of internal data/monitoring to identify target children for PPM. • Develop the links between PPM and teaching strategy.
Refinement	<ul style="list-style-type: none"> • Evaluate the model and effectiveness of PPM used within the school. • Use the evaluation of PPM to identify strong teachers and those that would benefit from coaching. • Carry out learning walks with leaders to monitor use of PPM actions and strategies within classroom practice. • Darw on, for example, SEN Support Guidance for Schools (https://documents.hants.gov.uk/childrens-services/HIAS/SEN-Support-Guidance-for-Schools.pdf) to support such meetings
Renewal	<ul style="list-style-type: none"> • Sit alongside heads/ leaders as external professional to refine analysis and quality of professional dialogue with teachers. • Learning walk with leaders to evaluate the effectiveness of teachers to implement strategies discussed in PPM.

General teaching and learning	
Recovery	<ul style="list-style-type: none"> • Support the headteacher to use formal personnel procedures where necessary. • Ensure HT is very clear about what makes effective teaching and their communication of this to staff. • Work alongside headteacher to establish a clear view of the strengths and weaknesses in teaching across the school so a strategy for improvement can be developed. • Support the headteacher to develop an effective monitoring schedule. • Model feedback to teachers to train the HT in effective feedback. • Work alongside the headteacher to ensure that there is support to improve teaching rather than just monitoring. • HIAS to support with capacity beyond the school to develop teaching and learning where necessary.
Reinforcement	<ul style="list-style-type: none"> • Work with leaders beyond the HT to develop teaching and learning. • Support the headteacher to refine a monitoring schedule to look at teaching, outcomes, work sampling and pupil voice. • HIAS to check the headteacher is providing accurate and developmental feedback to staff that is followed up with training and support where necessary. Support headteacher to ensure a sequence of development so actions from previous monitoring is followed up. • Support senior staff to accurately monitor and give feedback.
Refinement	<ul style="list-style-type: none"> • Support the headteacher to use practice across the school to develop other teachers. • Support the leadership to look at themes of teaching across the school that may need further refinement, for example the learning of SEN D pupils, drawing on SEN Support Guidance for Schools (https://documents.hants.gov.uk/childrens-services/HIAS/SEN-Support-Guidance-for-Schools.pdf), or a theme like challenge for the higher attainers. • Ensure subject leads can talk about the strengths and areas for development in their subject areas.
Renewal	<ul style="list-style-type: none"> • Explore with the headteacher how they can develop teaching practice beyond their school. • Look at using the latest research to renew the approach to teaching.

2. Curriculum

Hampshire School Improvement Model	
Curriculum Focus	
Recovery	<p>Curriculum Development</p> <p>Starting to secure an understanding of the purpose of a curriculum – Why? What? How?</p> <p>Early thinking about school's vision and context leads to establishing a clear vision for the school.</p> <p>This vision feeds the curriculum 'Intent' and becomes the driver for implementation (which will be in the early stages).</p> <p>Curriculum intent is established – essential that is discussed and understood by all stakeholders – especially subject leaders who become key to the implementation phase.</p> <p>A strong focus on statutory requirements. A curriculum that is compliant is put in place.</p> <p>Initially a primary focus is on the core subjects – long term planning - allocation of content across year groups and establishing a progression of skills in core subjects.</p> <p>Topic based foundation subjects mapped over the long term – in this phase likely to be little flexibility in how topics are delivered and how they are tailored to meet the needs of different cohorts?</p> <p>In the secondary phase: initial focus on clear subject organisation/timetabling – allocation of subjects to ensure balance that meets curriculum requirements – long term planning – a focus in on intent, with early understanding of implementation but little knowledge of impact yet</p> <p>Little ownership and mastery of the curriculum in this phase, curriculum content meets statutory requirements.</p> <p>Implementation can feel complacent in its delivery. Taught curriculum draws little on pupil experience, perspective, or pupil voice.</p>

Recovery	<p>A developing understanding that well taught core subjects are central to developing pupil skills to be applied in foundation subjects</p> <p>In recovery schools where standards are very low across the school, an emphasis from leaders on prioritising end of key stage year groups. This may require a bespoke single year curriculum as an interim measure. Leaders and teachers work together on this.</p> <p>In the secondary phase, a focus on the breadth of curriculum offer at KS3 and appropriate organisation and number of subjects to be studied at KS4. Top-down leadership of curriculum design.</p> <p>Curriculum Teaching and Learning</p> <p>Providing CPD for staff to improve subject knowledge and subject pedagogical approaches for teaching effective lessons.</p> <p>Early stages of using elements of best practice to share more widely to recognise strengths and nourish staff to grow more strongly across the school. Staff CPD includes celebration of what works and talk about what could be better.</p> <p>Leaders mentor subject leaders and provide guidance on the development of systems including for curriculum planning, self-evaluation, assessment, action planning, monitoring, evaluation and review, tracking pupil progress etc.</p> <p>Development of the curriculum culture – open and honest conversations, no blame approach, recognise what works well, meetings between leaders and subject leaders, mentoring and coaching as shared learning walks / book looks / data review are carried out.</p> <p>Clarity about what is in the curriculum and what is not, what is good practice and what is not, what is having an impact on learners and what is not. A developing understanding of how the curriculum is meeting the needs of all pupil groups and especially disadvantaged and SEND pupils</p>
-----------------	--

	<p>'Overcommunication' by leaders to model the change they want to see, clarity about expectations.</p> <p>Curriculum Governance</p> <p>Alignment of governing body to focus on curriculum and standards. Training for governors to develop understanding of curriculum and pupil progress/attainment.</p> <p>Curriculum - External Links</p> <p>Regular LA subject support, guidance and advice followed by monitoring and review to determine whether the school is on track to achieve the required improvements – regular visits and reports.</p>
Reinforcement	<p>Curriculum Development</p> <p>Intent is secure. Implementation becomes the focus.</p> <p>Development of the curriculum vision to reflect context, curriculum begins to be structured in line with the school's vision.</p> <p>Curriculum becomes more rounded, shaped to become more bespoke to the school. Takes into account the context of the school and the school's vision more explicitly.</p> <p>Middle leadership of curriculum design is developing, middle leaders are becoming key to curriculum design.</p> <p>Alignment of sequences of learning – progression documents are reviewed to ensure different subjects are covering key content at the right time e.g. maths skills are taught in advance of being required for application in geography topics also maths skills taught are routinely applied in geography to develop and embed pupil learning</p> <p>Curriculum offer develops to meet the needs of pupil groups, becomes more inclusive and accessible for all, especially disadvantaged and SEND pupils.</p> <p>Core subjects are effective in developing pupil skills to be applied, and some interventions are developing for catch up and greater challenge.</p> <p>School is open to suggestion, beginning to embrace new thinking about their curriculum, exploring new ideas. There is</p>

Reinforcement	<p>a readiness to draw expertise from external sources e.g. conferences, courses. Starting to question, analyse and reflect.</p> <p>LA brokering of external models to enable schools to link and apply their context to developed practice. E.g. schools work in partnership to learn from each other, develop practice and tailor provision – especially important in single person departments</p> <p>Understanding the impact of the curriculum becomes the focus. Subject leaders and teachers build on knowing what provision is like to consider the impact it is having, they grow what is working well more widely and effectively.</p> <p>Curriculum Teaching and Learning</p> <p>Curriculum coaches / mentors are used to develop leadership skills of less experienced / effective subject leaders and subject specific teaching skills of less experienced / effective staff. Training given to support staff to ensure confident subject knowledge and delivery.</p> <p>Coaching / mentoring used to ensure the curriculum is having the desired impact on learners / provision for vulnerable pupils is having the intended impact /</p> <p>Teachers' planning takes greater account of subject specific pedagogy.</p> <p>Staff have a deeper understanding of the end result – what the curriculum is trying to do for learners and what this looks like.</p> <p>Very clear communication at all levels about expectations.</p> <p>Curriculum Governance</p> <p>Governors are clear about what their curriculum should look like, its purpose and delivery in the context of the school. They track progress, challenge and ask questions to hold the school to account for delivery of expected standards.</p> <p>Curriculum and standards' governors attend relevant Governor Services training sessions to ensure they are carrying out their roles effectively and holding senior leaders to account.</p> <p>Curriculum - External Links</p>
----------------------	---

	<p>Regular LA monitoring and review shows the curriculum and pupil outcomes are on track to be judged 'good' or sustain 'good' by the next Ofsted inspection.</p>
Refinement	<p>Curriculum Development</p> <p>Intent, Implementation and Impact are established.</p> <p>Leaders at all levels can articulate what the curriculum is. Leaders are consistent their understanding of intent, implementation and clear about the impact the curriculum is having. Leaders, including subject leaders, can articulate this with evidence.</p> <p>An awareness of the contribution of the curriculum to the whole child is clear as well as the impact of the curriculum to shape the person they will become; this is linked strongly to the ethos and culture of the school.</p> <p>As the curriculum is being delivered, staff are skilled and have good subject knowledge enabling them to adapt to engage and meet learning needs. Topics are adapted for cohorts, themes are tailored to meet interests.</p> <p>Leaders find ways to ensure the curriculum is inclusive and meets the needs of all learners, shaping and refining to deliver for pupils rather than just being statutorily secure.</p> <p>The core curriculum enhances outcomes in the wider curriculum, key skills are secure, subject specific teaching builds on this.</p> <p>A broad and responsive curriculum offer allows all pupils to have genuine choices. The timetable is constructed to enable rather than to limit pupils' learning e.g. French for all regardless of pupil group/barrier.</p> <p>Curriculum Teaching and Learning</p> <p>Subject leaders drive curriculum design – empowering teachers to adapt and refine. Teachers' planning takes greater account of subject specific pedagogy</p> <p>There is a confidence in the delivery of the curriculum and quality of teaching that allows the school to be more aspirational and inclusive for all pupils. The school has</p>

Refinement	<p>developed aspects of expertise and begins to share these more widely – including beyond the school.</p> <p>Staff are excited about what they are going to teach and portray this, learners engage more fully.</p> <p>Pupils are required to reflect on their learning. Pupil voice starts to impact on the curriculum and can determine the wider curriculum especially at secondary. E.g. wider aspects that impact on the post-16 journey are included – vocational opportunities, leadership development opportunities, additional areas of responsibility, community engagement</p> <p>Curriculum Governance</p> <p>Governors know where their curriculum has greatest impact and why. They are proactive in monitoring, evaluation and review activities to gather evidence which they use triangulate with internal evidence shared by school leaders and external evidence from the national data set.</p> <p>Curriculum and standards governors keep their training up to date so they can be effective in holding senior leaders to account.</p> <p>Curriculum - External Links</p> <p>A shift from LA driven support to self-improvement, the school is reflective and commissions curriculum development work such as:</p> <ul style="list-style-type: none"> • Coaching and support for leaders and governors to evaluate and refine the effectiveness of curriculum / seeking advice on strategies to tailor, enhance and improve. • Alignment of the curriculum offer to ensure greater efficiency and impact. • Reviewing the effectiveness of the curriculum for specific groups, especially for disadvantaged and pupils with SEND and higher attainers, drawing on, for example, SEN Support Guidance for Schools (https://documents.hants.gov.uk/childrens-services/HIAS/SEN-Support-Guidance-for-Schools.pdf).
-------------------	--

	<ul style="list-style-type: none"> • CPD for staff to continue to improve subject knowledge and subject specific pedagogical approaches, including how this will be personalised and embedded. • Facilitation of opportunities to work collaboratively in school or with colleagues in other schools on research and adaptation – encouraging the self-reflective practitioner. • Where appropriate brokering opportunities for secondment of leaders to other schools. • Signposting / facilitating visits to other schools with some aspects of highly effective practice
Renewal	<p>Curriculum Development</p> <p>The curriculum is an outward facing manifestation and is a very strong message about what the school believes.</p> <p>Staff at all levels are consistent in their understanding of intent, implementation and impact and can articulate this with evidence.</p> <p>Staff at all levels can articulate what the curriculum is, the impact it has on learners and the contribution it makes to the next stage of their learning.</p> <p>A high level of intellectual debate is welcomed to promote and harness deeper thinking and understanding.</p> <p>The intended curriculum is constantly reviewed and adapted to meet needs of cohorts.</p> <p>Regular review of the whole curriculum offer is a matter of good practice. Changes reflect national agendas in a timely way.</p> <p>Curriculum Teaching and Learning</p> <p>There is an energy and passion to deliver a highly personalised and well received curriculum for all pupils. Subjects are regularly reviewed. Teamwork is strong across subject leaders.</p> <p>The school is outward looking, actively engaged in research, links external learning experiences into the classroom and vice versa</p>

Renewal	<p>Curriculum Governance</p> <p>Succession planning ensures sustained impact on curriculum and standards by governors. Governors are able to share practice with other governing bodies in partnership or through brokered opportunities.</p> <p>Curriculum - External Links</p> <p>The school continues to learn and grow. School commissions work which could focus on any of the 'refinement' examples above but this is more developed e.g.</p> <ul style="list-style-type: none"> • Curriculum leaders embrace opportunities to work collaboratively in school or with colleagues in other schools on research and adaptation – the self-reflective practitioner is evident across most subjects. • Brokered opportunities for the secondment of leaders to support others has a measurable impact on other schools • Engagement in visits to other schools / hosting for other schools to share practice leads to shared aspects of highly effective practice across the school group
----------------	--

3. Well being, behaviour and attendance

Challenge, support and professional scepticism!

	Strategies schools could use to improve their work in this area What approach does the school need to take in its improvement?	Possible HIAS and other activities to support this? If other, how do we support them to be successful?
Recovery	<p>Revisit vision and values. Ensure this sits at the heart of school's curriculum and wider work. Draw up core expectations around behaviour, attendance, well being, safeguarding</p> <p>Whole school review of understanding of behaviour, to include focus on positive behaviour for learning aligned with school values</p> <p>Quick fixes of systems and processes to include implementation of robust data collection and subsequent analysis to inform need</p> <p>Use of pupils, staff and parent voice to ascertain baseline and plot improvement journey</p> <p>SWAT etc analysis</p>	<p>LLP to work with school to identify leadership capacity prior to drawing up improvement plans. To include governance support and any training needs.</p> <p>LLP supporting leadership team with all strategies including unpicking of behaviour – pyramid model (RI to share link here), other resources to share.</p> <p>LLP to support leadership team with effective implementation to include wellbeing.</p> <p>External support with vision and values revisit</p> <p>Possible brokering of support such as PBS (to include garnering engagement)</p> <p>Support for governors in evaluation of support</p>

	<p>Strategies schools could use to improve their work in this area</p> <p>What approach does the school need to take in its improvement?</p>	<p>Possible HIAS and other activities to support this? If other, how do we support them to be successful?</p>
Recovery	<p>CPD needs arising from analysis addressed through coherent, time framed plan</p> <p>Plan for visibility and consistency of new, needed approaches (adults modelling key to this)</p> <p>Performance management</p> <p>Evaluation of curriculum around engagement and purposefulness that is right for the context.</p> <p>Focus on engaging parents (marginalised)</p> <p>SEN Support may well be fragmented and inconsistent as understanding weak. Need to build understanding and expectations across the school</p> <p>Reviewing and setting expectations around safeguarding</p> <p>Engaging with parents to reassure them about expectations</p>	<p>Safeguarding audit and support with resulting action plan – incorporated into SIP - monitoring</p> <p>In reach PBS support</p> <p>Inclusion HIAS adviser: plan do review to start when school is stable enough</p> <p>Bespoke SENI/Inclusion support to ground the school in terms of good inclusion practice</p> <p>Intensive outreach support from education centres and special schools</p> <p>Inclusion HIAS lead - Working with SLT, attendance leads and the attendance governor to look at systems and structures and to check that there's a strong universal and also bespoke offer that fulfils statutory requirements and also encourages children into school. May require attendance audit at start of work. Consult/work in partnership with ISS in relation to support being offered.</p>

	Strategies schools could use to improve their work in this area What approach does the school need to take in its improvement?	Possible HIAS and other activities to support this? If other, how do we support them to be successful?
Reinforcement	<p>Embedding systems that oversee behaviour, attendance safeguarding, SEN</p> <p>Embedding curriculum response to these issues, with a particular view to the whole curriculum</p> <p>Understanding and providing for more subtle staff training needs</p> <p>Focus on recognition of children at risk of becoming marginalised, and plan to identify and meet need (pupil voice)</p> <p>Strong induction processes for staff both new to the school/role and new to the profession</p> <p>Evaluation of practice and subsequent action to build consistency of approach across the school</p> <p>Evaluation of curriculum around consistency, engagement and purposefulness that is right for the context.</p> <p>Evaluation of leadership capacity to include governance</p> <p>Improving relationship with parents</p>	<p>LLP to work with school to review effectiveness and consistency of systems and processes</p> <p>LLP to support school in developing evaluation systems, interpretation of information and follow up actions to develop consistency</p> <p>Support in evaluating impact of the pastoral curriculum</p> <p>Support for GB in interpreting evaluation information</p> <p>Support for leaders in developing SEN systems and developing teacher expertise</p> <p>Safeguarding monitoring with school</p> <p>Outreach PBS support which focuses on building capacity in the school</p> <p>Inclusion adviser: Plan do review approach to build capacity within the school</p> <p>Outreach SENI/Inclusion support to embed good inclusion practice</p>

	<p>Strategies schools could use to improve their work in this area</p> <p>What approach does the school need to take in its improvement?</p>	<p>Possible HIAS and other activities to support this? If other, how do we support them to be successful?</p>
Reinforcement	<p>Draw on, for example, SEN Support Guidance for Schools (https://documents.hants.gov.uk/childrens-services/HIAS/SEN-Support-Guidance-for-Schools.pdf)</p>	<p>Outreach support from education centres and special schools</p> <p>Inclusion HIAS lead - Working with SLT, attendance leads and the attendance governor to analyse in more detail the patterns and data around attendance and refine systems and responses accordingly. May require more forensic attendance audit. Check links between attendance and curriculum, pastoral support etc.</p>
Refinement	<p>Narrowing focus to really home in on those that the school is not yet being effective for.</p> <p>Clear commitment to analysis of need.</p> <p>Understanding of what will facilitate equity of provision.</p> <p>Evaluation of curriculum around engagement and purposefulness that is right for the context.</p> <p>Focus on pedagogical styles relative to engagement and pupil progress.</p> <p>Focus on developing provision to meet the needs of pupils so that they are able to maintain academic progress.</p>	<p>Support with planning what will bring about equity of provision and ID/provision of CPD</p> <p>Lighter touch QA safeguarding</p> <p>Bespoke, school led individual support from PBS regarding particular individuals</p> <p>Inclusion adviser: Coach to coach</p> <p>Outreach SENI/Inclusion support to support with monitoring impact and evolving next steps</p> <p>Light touch outreach support from education centres and special schools to help with specific things</p>

	<p>Strategies schools could use to improve their work in this area</p> <p>What approach does the school need to take in its improvement?</p>	<p>Possible HIAS and other activities to support this? If other, how do we support them to be successful?</p>
Refinement	<p>Quality first teaching</p> <p>Draw on, for example, SEN Support Guidance for Schools (https://documents.hants.gov.uk/childrens-services/HIAS/SEN-Support-Guidance-for-Schools.pdf)</p>	<p>Attendance: Ensure school systems and policies support each other (coherent and cohesive approach): Attendance, behaviours, SEN etc</p>
Renewal	<p>Wider research used by leaders reflectively to evaluate and refresh/improve.</p> <p>Focus on really understanding and being able to articulate what works and why; ability to translate this into success in a different context.</p> <p>Look at impact of school children and adults beyond school gates; how are they contributing to improvement in behaviour in community, understanding of positive contribution that CYP can make to communities</p> <p>Strong pupil voice that informs all levels of practice and indicates responsiveness (participatory models)</p> <p>Strong QA framework (including ownness to external scrutiny) bespoke to the school that supports renewal</p>	<p>Provision of external eyes in form of LLP; challenges and supports in a nuanced way. Coaching approach.</p> <p>LLP tests out with leaders the coherence of their curriculum drivers/learning culture.</p> <p>Discussion regarding 'renewal' and school's articulation and clarity re this.</p> <p>Brokering links with the schools that will benefit most from the work of the school with them.</p> <p>Providing links with wider agencies: local to global</p> <p>Raising the profile of the school with other educational establishments and the wider community.</p> <p>Lighter touch QA safeguarding</p>

	Strategies schools could use to improve their work in this area What approach does the school need to take in its improvement?	Possible HIAS and other activities to support this? If other, how do we support them to be successful?
Renewal	<p>Range of pathways that address barriers to effective engagement</p> <p>Effective work with other schools to support their improvement journeys.</p> <p>Growth of SEN support goes beyond the original document. T+L is meeting the needs of all children and exceeding. Leads to reduced EHCP applications over time.</p>	<p>Supporting other schools with attendance and inclusion which will further support and encourage a constant analysis and review of own systems</p>