

## SCHOOL (ACADEMY) IMPROVEMENT BOARD

### Scope

The School Improvement Board (SIB) will focus upon the intent, implementation and impact of work in the school to ensure continued improvement:

- *Intent*: what is the school looking to achieve? This provides the SIB with a baseline for their analysis and evaluation and will link to the schools SIP/SDP ie to what extent are the school's actions and strategies achieving those intentions?
- *Implementation*: the quality of teaching (pedagogy); provision and how the school looks to develop its people (CPLD); together with pupil/student engagement
- *Impact*: a focus upon progression and attainment using school and external data; considering the extent to which intentions (improvement) are being delivered.

In essence the SIB meeting will focus on the learner, their achievements, progress and experiences in school. At the heart of this, for example, will be a focus on learning and teaching, leadership, the development of a learning organisation culture, well-being of pupils and staff, equity and inclusion.

### Delivery and Planning:

Following the Core Visits of the CEO, the Director of Teaching and Learning will draw up an agenda for each forthcoming SIB meeting taking note of the lines of enquiries or actions of the Core Visit notes and following meetings with the CEO.

They will also take note of external and internal assessments comparing these to agreed targets and wherever possible data used will be benchmarked against national standards. Other sources of information and progress from the school, externally or via Trust activity will be used to help the SIB have a thorough picture of the school/academy.

The Director of Teaching and Learning will liaise with the Chair of the SIB in drawing up the agenda and with the clerk to the meeting, who will circulate the agenda and any other papers relating to the SIB. A 'Teams' group will be set up on TiLA Connect for all papers and minutes to be stored/shared.

Like the Core Visits, the SIB agenda will reflect the time of year of the meeting in respect of on-going internal and external assessment/testing. One standard item will be the Headteacher Report, which will provide contextual information and up to date progress data.

Examples of items that could feature on the agenda:

- A review of the school's scrutiny work: their impact
- In -year progress towards targets
- A review of the school's improvement planning - its effectiveness
- Actions/strategies to improve areas of concern
- A deep dive into a specific area of work
- Quality and impact of the schools CPLD programme

## Terms of Reference: School Improvement Board (SIB)

- This will be a group that meets three times a year to provide individual schools/academies with robust challenge, accountability and oversight
- It will form part of each school's challenge and support programme alongside the three Core Visits by the CEO
- The lines of enquiry will be drawn up by the Director of Teaching and Learning (or Primary) Lead in consultation with the CEO and will use those themes and/or lines of enquiry identified in the previous Core Visit
- Each headteacher will be asked to complete a Headteacher's Report providing both quantitative and qualitative data
- The Director of Teaching and Learning or Primary Lead will also use additional data collected from CEO Core Visits, Trust internal assessments, moderation and reviews (internal and external), and the school's development or improvement plans
- The meeting will be chaired by a Director with the agenda agreed between the Chair and the Director of Teaching and Learning/Primary Lead, following consultation with the CEO

The Board will consist of:

- Two directors (one of which will be the Chair, and one a member of the Trust's Quality of Education Committee)
- The Headteacher
- The Director of Teaching and Learning/Primary Lead
- A committee member who has direct local knowledge of the school/academy
- It can be agreed that senior leaders of the school will also be present. The CEO may join the SIB meeting.
- There will be formal minutes of these meetings. These minutes will go to the Board's Quality of Education Committee.

## Protocols for School Improvement Board Meetings:

### Before the meeting...

#### **Director of Teaching and Learning:**

- ✓ DoTL to consult with CEO, taking note of lines of enquiry to emerge from Core Visits.
- ✓ DoTL to evaluate all external and internal assessment data, comparing these against targets and, where possible, national benchmarks.
- ✓ Any other sources of information, such as internal or external monitoring/Quality Assurance, or any relevant TiLA activity, should be made available.
- ✓ DoTL to liaise with the SIB Chair to and set up the SIB meetings, and circulate the papers (Lines of enquiry, summary SEF) and agendas.
- ✓ Following each assessment period, look through the range of evidence in order, as ongoing activity, to review the impact on outcomes.
- ✓ Review the previous SIB lines of enquiry and agreed actions to decide what relevance it continues to have and decide whether it requires further scrutiny.
- ✓ Where necessary, gather further information / evidence to support. This may take the form of OFSTED/ review outcomes and/or QA information.
- ✓ Provide Headteachers with key lines of enquiry to guide discussions – this will need to include reference to all previously agreed actions. Teams may need to be encouraged to bring evidence of impact of approaches taken. Get all lines of enquiry written and published by the last day of that term.
- ✓ Meet with SIB Chair 30 minutes before the SIB to brief on the meeting and share any updates in preparation for the meeting.
- ✓ Hold a pre-meeting (15 minutes prior to SIB) with one further Director and the other committee member, to review the papers and key areas of focus - share process and expectations

#### **Headteachers:**

- ✓ Update your summary SEF and email to DoTL as soon as you can after you receive the SIB lines of enquiry.
- ✓ Advise on any key issues that may impact on the SIB.
- ✓ Arrange SIB logistics in terms of where the meeting will take place.
- ✓ Review the lines of enquiry with your leadership team; consider any additions you would like to make; question anything you feel is incorrect or inaccurate and report these to DoTL.
- ✓ Prepare an update in response to the previous actions that were identified by the SIB.
- ✓ Bearing in mind the lines of enquiry, consider who you might bring to the SIB to contribute to the review.
- ✓ Where applicable, arrange for a 'mock' meeting to prepare your team.
- ✓ Prepare your responses to the lines of enquiry and email these to DoTL no later than 72 hours in advance of the SIB.
- ✓ Consider the impact of previous or current support.
- ✓ Identify any aspect where the school may benefit from additional support.

#### **Directors and Local Members of the SIB:**

- ✓ Review SIB papers prior to the meeting in order to corroborate the lines of enquiry.
- ✓ The Chair to be clear on the SIB agenda and process and to be prepared to lead on the questioning.
- ✓ Attend a 30-minute pre-meeting prior to the SIB at the school with the DoTL to review the papers, note any updates and agree key areas of focus.
- ✓ Identify any key areas / groups / individuals for discussion.

## During the meeting...

### Director of Teaching and Learning:

- ✓ Take notes and record any actions.
- ✓ Use the pre-determined lines of enquiry to guide discussions with the team.
- ✓ Provide clarification and challenge – as appropriate – regarding anomalies seen within the data and importantly the impact of targeted strategies and development activities
- ✓ Support the team in forming their next: ensure clarity of areas of priority and clear expectations.
- ✓ Review targets with the team.
- ✓ Be fair and proportionate when considering any barriers to school improvement
- ✓ Agree level of support and consider any additional support needs.
- ✓ Be mindful of staff well-being.
- ✓ Agree School development priorities.

### Headteachers:

- ✓ Articulate your responses to the agreed lines of enquiry – try to be precise and evidence your assertions.
- ✓ Be open to challenge and accept that other questions may be asked through the meeting.
- ✓ Offer an overview of the school: the journey, current attainment and predicted outcomes.
- ✓ Take the opportunity to discuss strengths / areas of concern.
- ✓ Discuss over-arching actions which are / will be in place to support attainment and performance.
- ✓ Agree level of support and consider any additional support needs.
- ✓ Agree School development priorities.

### Directors and Local members of the SIB:

- ✓ Use the pre-discussed lines of enquiry to guide discussions with the team and keep to time (two-hour meeting slot).
- ✓ Provide clarification and challenge – as appropriate – regarding anomalies seen within the data and importantly the impact of targeted strategies and development activities.
- ✓ Support the team in forming their next steps: ensure clarity of areas of priority and clear expectations
- ✓ Review targets.
- ✓ Be fair and proportionate when considering any barriers to school improvement
- ✓ Agree level of support and consider any additional support needs.
- ✓ Be mindful of staff well-being.
- ✓ Agree School development priorities.

## After the meeting...

### Director of Teaching and Learning:

- ✓ Finalise report and any support needed and send to Headteacher and nominated Directors.
- ✓ Telephone/meet with the Headteacher to discuss the report and any support agreed
- ✓ Report summary feedback from SIBs to the CEO
- ✓ Report summary feedback from SIBs to the QofED committee.
- ✓ When and where appropriate, make any amendments to the SIB process, following reflection time and articulate these to all parties.

### Headteachers:

- ✓ Put aside time to 'debrief' as a team.
- ✓ Support the team with any changes and support with monitoring the impact of these.
- ✓ Review the record of the meeting.
- ✓ Discuss any actions which require support with the DoTL.
- ✓ Make any changes to SDPs and SEFs.

### Directors and Local members of the SIB:

- ✓ Review the record of the meeting
- ✓ Contribute to Board discussions about the impact of SIBs.
- ✓ Make informal school visits where possible and by prior agreement with the Head Teacher
- ✓ Feedback any issues/concerns to DoTL.

**TiLA School Improvement Board Meeting**

**Date:**

**School:**

**SIB Attendance:**

**Agenda:**

\*All meetings will be preceded by a 15-minute preview with Directors, local members and the Director of Teaching and Learning

1. Welcome and introductions
2. Outline intentions for the meeting –
  - a. *To review the leadership response to the lines of enquiry*
  - b. *To quality assure the school summary SEF*
  - c. *To review the impact of support and outline future needs*
  - d. *(Aut1 only) To agree the school attainment outcomes for the year*
  - e. *To review and agree the confidence level for the school*
3. Lines of enquiry review (in priority order) – agree actions and next steps
4. Provide feedback on the school's summary SEF
5. Review capacity, current support and outline future needs
6. Agree the school attainment outcomes for the *year*
7. Review risk rating for the school and agree rationale

**SIB Dashboard:**

People and Capacity:	Standards:	Leadership:
<ul style="list-style-type: none"> <li>• Culture</li> <li>• School-led staff training</li> <li>• Impact of CPD and teacher development</li> <li>• Personal Development Review</li> <li>• Workload review and staff wellbeing</li> <li>• Staff surveys</li> <li>• Targeted resource plans and informal support</li> <li>• SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment outcomes</li> <li>• SEND</li> <li>• Vulnerable groups</li> <li>• Attendance</li> <li>• Impact of target group strategy</li> <li>• Moderation and QA</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership capacity and impact on school improvement</li> <li>• Challenge and accountability</li> <li>• Role and impact of Middle Leaders</li> <li>• Impact of school development/improvement plan</li> <li>• Pace of change</li> <li>• OFSTED</li> <li>• External review</li> <li>• Peer review/deep dive</li> <li>• SEND/PP</li> </ul>

TiLA Processes:	Reputation, Parents and Community:	Teaching and Learning:
<ul style="list-style-type: none"> <li>• Hub support</li> <li>• TLE specialist work</li> <li>• Staff induction and training</li> <li>• How targeted support is making a difference</li> <li>• Use of EEF 'Putting evidence to work' approach</li> <li>• Evaluation of school performance in relation to TiLA SPfl priorities</li> <li>• Alignment and consistency to the Trust values, vision</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour</li> <li>• Community and Parent Advisory Group</li> <li>• Parent questionnaire</li> <li>• Communication</li> <li>• Pupil/Student Voice</li> <li>• Enrichment</li> <li>• Pupil numbers</li> <li>• Community connections</li> </ul>	<ul style="list-style-type: none"> <li>• TiLA T &amp; L Principles</li> <li>• The EEF tiered approach to catch up</li> <li>• Rosenshine/Direct Instruction</li> <li>• Collaboration, sharing and challenge</li> <li>• Evidence informed practice</li> <li>• Instructional coaching</li> </ul>

Dashboard area:	Lines of enquiry (in priority order):	Agreed actions, next steps:
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	•	•
	•	•
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	•	•
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	•	•
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	•	•

**Confidence level:**

**Potential barriers to improvement:**

**Feedback on summary SEF:**

**Trust/Other Support:**