



Grove
Learning Trust

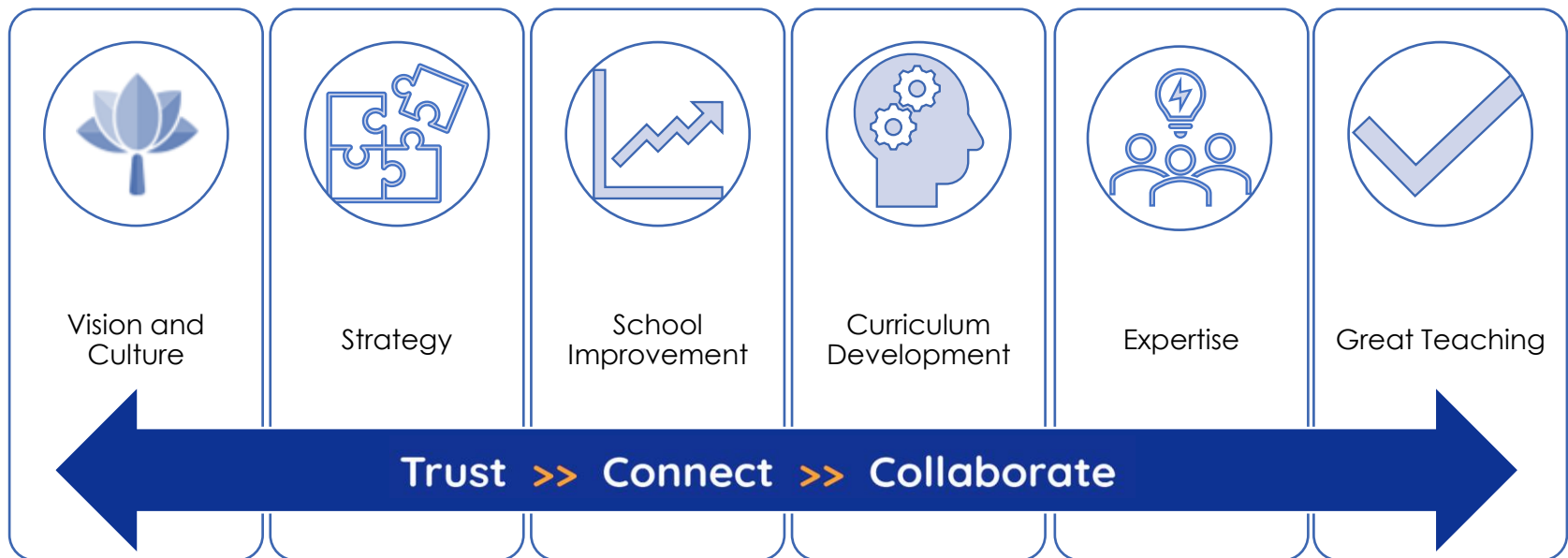
Creating Remarkable Futures

Education Framework



Introduction

School improvement is key to our trust's success. We want every child to be taught by a great teacher and collectively, we want great teachers to work collaboratively, for the benefit of all children in our trust, with the support and guidance of great leaders. Effective school improvement – and intervention where it is necessary – will ensure that our trust thrives and our vision is realised.



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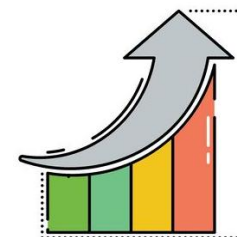
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School Improvement Model

Each layer of our school improvement model provides robust opportunities for school leaders at all levels to celebrate strong practice, reflect on current provision and to innovate with a wide range of colleagues as part of our vision to create remarkable futures for all children, staff and school communities.



Headteachers work with the Deputy CEO to design a tailored plan of support and challenge to meet the needs of the school.

Core Provision Overview

Through our shared vision and deep collaboration, we work together to make sure all staff have the tools they need to create remarkable futures for all of our children therefore all of our schools benefit from...



Education Effectiveness Reviews

Our education effectiveness reviews take place twice a year. They are led by our CEO and involves trust and school leaders, drawing together and evaluating the evidence from the school's improvement journey. From this, the level of support and challenge for the next period is agreed by all involved.

A report is shared with the school, its Academy Committee and the Board of Trustees.



External Reviews

We have strong connections with a range of specialist organisations and individuals. Throughout the year, our schools benefit from:

- ✓ an external review of teaching and learning
- ✓ an external review of safeguarding effectiveness
- ✓ opportunities to work with the English and Maths hubs
- ✓ opportunities to work with leaders from other schools and trusts



Leadership Effectiveness Days

The Deputy CEO works closely with Headteachers and senior leadership teams to make sure that all layers of leadership are effective.

This includes leading the performance management of the Headteacher but also encompasses leadership effectiveness days. These are tailored to meet the needs of each school and include coaching, training, evaluative work and leadership development.



Curriculum Improvement

Our curriculum improvement and professional development leader works with subject and senior leaders to triangulate the impact of the school curriculum with the academy improvement plan, self-evaluation and our trust curriculum framework.

Support and challenge is provided through coaching, subject leader development and network & training sessions.



Triangulation Days

The triangulation of self-evaluations with academy improvement plans and day to day practice is a central aspect of our school improvement model. To achieve this, we promote internal and external peer review within all layers of leadership.



There are six triangulation days each academic year, with the focus of each decided between the Headteacher, Deputy CEO and the Curriculum Improvement Leader. Every year, one triangulation day must focus on the impact of the wider curriculum and its alignment to the Grove Learning Trust [curriculum principles](#).

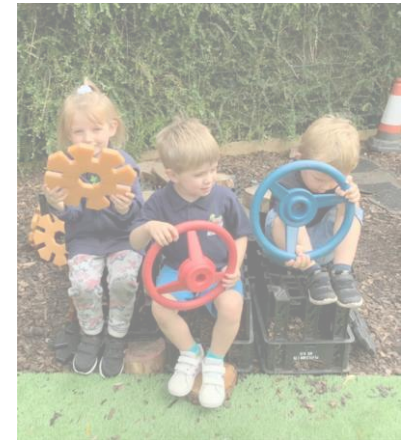
Triangulation days focus on classroom practice, with the majority of the day spent with children. Other activities include:

pre triangulation day

- academy improvement plan review
- self-evaluation review
- education effectiveness review follow up

triangulation day activities

- time with subject leaders
- lessons visits
- teacher discussions, including feedback time to those visited
- pupil voice
- book / learning journal review
- feedback and reflection with the headteacher, including next steps



A triangulation day report is written by the central education team, with the agreed next steps included. These will have been discussed and agreed during the day, with clear timescales and lead people identified. The Deputy CEO uses the information gathered to determine whether additional capacity is needed and to report on standards of education to trustees.

SEND and inclusion are included as golden threads through all triangulation days. Pupil voice groups always contain a broad range of children to reflect the context of the school.

Where possible, subject leader's complete triangulation day activities with the central education team as this forms part of their programme of professional development. If this is not possible, a member of the school's leadership team is included.

Walk-Throughs

Creating Remarkable Futures



Our trust walk-throughs take place each half term and are an opportunity for the CEO and Deputy CEO to see how our schools are creating remarkable futures for our children and staff.

During the time in our schools, we look at the whole trust provision in areas such as behaviour, inclusion, wellbeing, extra-curricular opportunities etc.

A week is allocated to each walk through, each half term, with time spent in all Grove Learning Trust schools discussing the chosen theme with children, school leaders and staff. Feedback and points for reflection are provided to each school individually, with an executive summary shared with trustees through the standards and performance committee.

Discovery Days

Trust >> Connect >> Collaborate



Discovery days are an integral part of our work to live out our values of:

- > trust
- > connect
- > collaborate

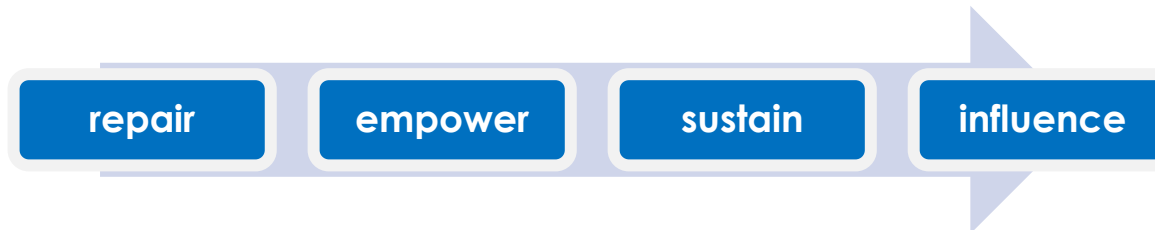
Discovery Days can be organised by anyone in Grove Learning Trust. They involve colleagues connecting to share strong practice, discuss educational themes and learning from each other. There is no cost to attending a Grove Learning Trust Discover Day as we believe strongly that educators should regularly connect and collaborate so that all our children get the very best opportunities and strongest provision possible.

Education Effectiveness Reviews

All GLT schools receive a core provision from the trust's central team. During education effectiveness reviews, it is determined whether additional or intensive support is required in any specific area. We use our categorisation model below as a tool within each EER.

Through the education effectiveness review (EER), school and central trust leaders agree the amount of support and intervention needed from the central team. The impact of actions on the following areas are reviewed at each EER and the impact of actions agreed at the previous EER are captured and triangulated.

One	The school's participation in the central programme of challenge & support.
	The capacity of local governance.
	The impact of local governance.
	The capacity of academy leadership.
	The impact of academy leadership.
	Staff retention and recruitment.
Two	The quality of teaching.
	Children's attendance.
	Children's learning behaviour.
	Children's behaviour around school day-to-day.
	The impact of teaching on the performance of cohorts and groups.
	The impact of teaching on the disadvantaged gap.



repair	Processes, teams and/or systems sometimes need rapid repair. A lack of expertise, capacity or energy results in stagnation or inability to improve. Staff absence or role vacancy leads to unsustainable workload for colleagues. People may feel unmotivated and lacking in direction. Creating stability at this stage is important.	Capacity Takers Direct, intensive support and expertise required from others.
empower	People, processes and/or systems begin to operate more effectively and need less direct support from others to achieve impact. Initiative is enabled and there is a greater sense of energy amongst teams. People have a shared understanding and collective vision of improvement. People feel enabled and empowered to research, try things out and innovate at an early stage. External support from others is required to maintain a clear sense of oversight and awareness of impact over time.	
sustain	People and teams start to connect. Processes and systems are purposeful and a culture of initiative strong. People are reflective and offer challenge and support appropriately. People routinely check on how processes and systems are working and have impact. Self-evaluation is used effectively as a tool for ongoing development and reviewing the impact of new initiatives. People have the skills to intervene independently if weaknesses are identified and they do this because they are reflective. Analysis is forensic. An improvement cycle is sustained over time and there is confidence in the team. Teams consistently meet KPIs and work to ensure consistency.	
influence	Connections with others are strong and enable a self-sustaining system. People are advocates for change and readily share and receive feedback having transformational influence. Processes, teams and/or systems are highly credible and are used skilfully to influence and affect improvement elsewhere in the trust and beyond, whilst continuing to sustain impact in own setting at the same time.	Capacity Givers Generous support and expertise given to others.

CORE	For academies accessing the core provision of support and challenge from the central team. This can be found in Annex A of this education framework.
ADDITIONAL	For academies in need of additional support to the core provision. This can be found in Annex B of this education framework.
INTENSIVE	For academies requiring intensive support in addition to the core/additional provision. This can be found in Annex C of this education framework.

Annex A – Core Provision

Core support and professional challenge is provided to all academies where outcomes remain in line with or above national average in all key measures.

In addition:

- The school readily engages in the trust's programme of support and professional challenge.
- All layers of school leadership attend at least 95% of trust school improvement events.
- The school actively participates in education effectiveness reviews and risk assessment discussions in which intervention is discussed.

Core Provision of Support and Challenge

- Head teacher appraisal.
- Regular 1:1 line management meetings.
- Monthly leadership development days
- Regular head teacher forums.
- Opportunities to engage in peer review work.
- Leadership effectiveness days.
- Triangulation days to support the implementation of curriculum frameworks.
- Business and finance meetings and training.
- Staff access to leadership programmes and networks.
- External quality assurance of leadership and teaching & learning.
- Regular curriculum networks and centrally organised staff training.
- Governor support programme.
- Induction and support for new head teachers.
- Education effectiveness reviews.
- Access to school improvement and self-evaluation support and coaching.

Annex B – Additional Support

Additional support is provided for schools where:

the education effectiveness review and risk assessment highlights issues with one or more of the intervention triggers listed below;

and / or

the school demonstrates reluctance to engage in the trust's programme of support and professional challenge. Attendance in trust-led improvement sessions is below 95%.

The executive team is accountable and works with the school to resolve these triggers, informing the trust board of the impact and progress at each committee meeting of the trust board.

Core + additional support provision includes, but is not limited to:

- Additional teaching and learning or leadership support and challenge days.
- Academy improvement plan (AIP) monitored and evaluated more frequently.
- Trust led internal review of areas causing concern, for example, pupil premium.
- Support from an effective leader from another school.
- Additional support from external consultants brokered by the Deputy CEO.
- Programme of visits to other schools to learn from key personnel, organised with the Deputy CEO.
- Staff placed on support programmes with a personalised professional development package.
- Governor training.

Annex C – Intensive Support

Intensive support is provided for schools where:

The school meets one or more of the triggers set out below (at any point)

and / or

The school fails to engage with the trust's programme of support and professional challenge

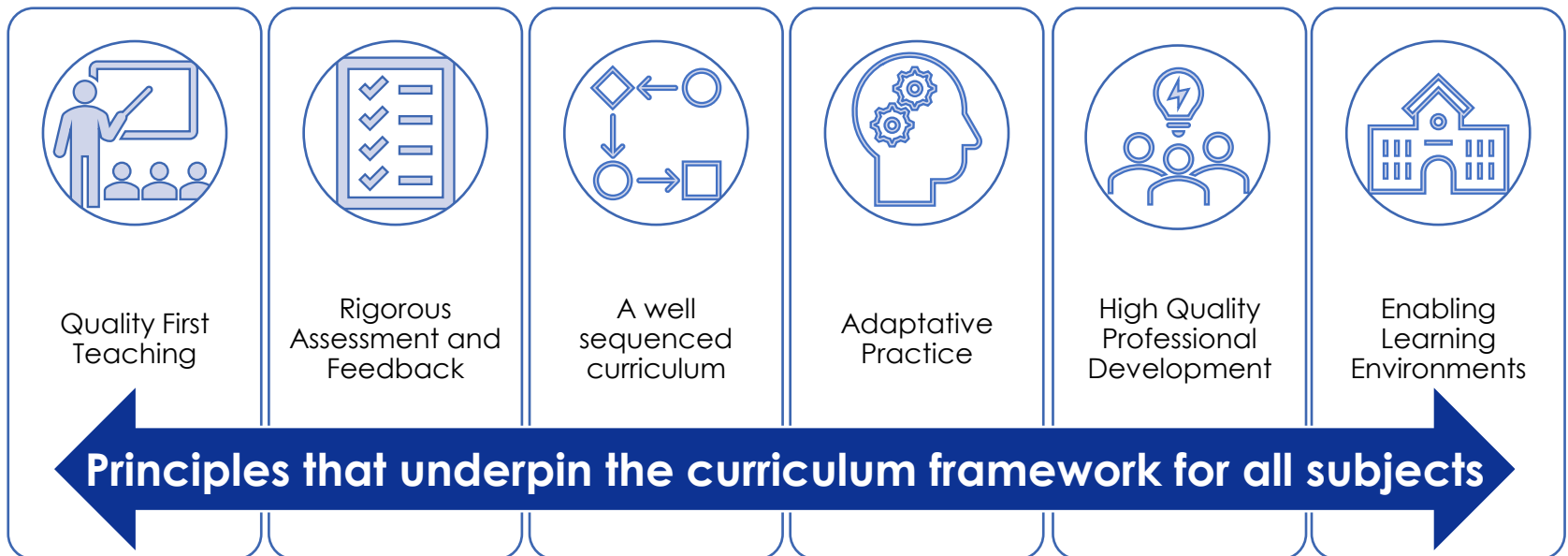
The executive team is accountable for this provision and will remove some of the decision-making authority held by the school. Fortnightly impact updates are provided to the CEO. The executive team updates the trust board of the impact and progress at each committee meeting of the trust board. The trust board is directive if a school is reluctant to engage.

Actions may include, but are not limited to:

- Improvement plans are written by leaders then quality assured and agreed with the Deputy CEO.
- Leadership quality assurance days are conducted by the Deputy CEO.
- Curriculum implementation days are led by the central curriculum improvement and professional development leader.
- Assessment practices are reviewed by the Deputy CEO – if necessary, moderation and pupil progress review meetings are led by the central education team.
- Internal or external review of the area(s) causing concern.
- Contracting in an external consultant.
- Deployment of a senior leader from within the trust to work in the school needing intensive support.
- Enhanced capacity through the secondment of an effective practitioner from within the trust.
- CEO or Deputy CEO work in the school for a set number of days each week.
- Removal of academy committee governors and loss of delegated authority.

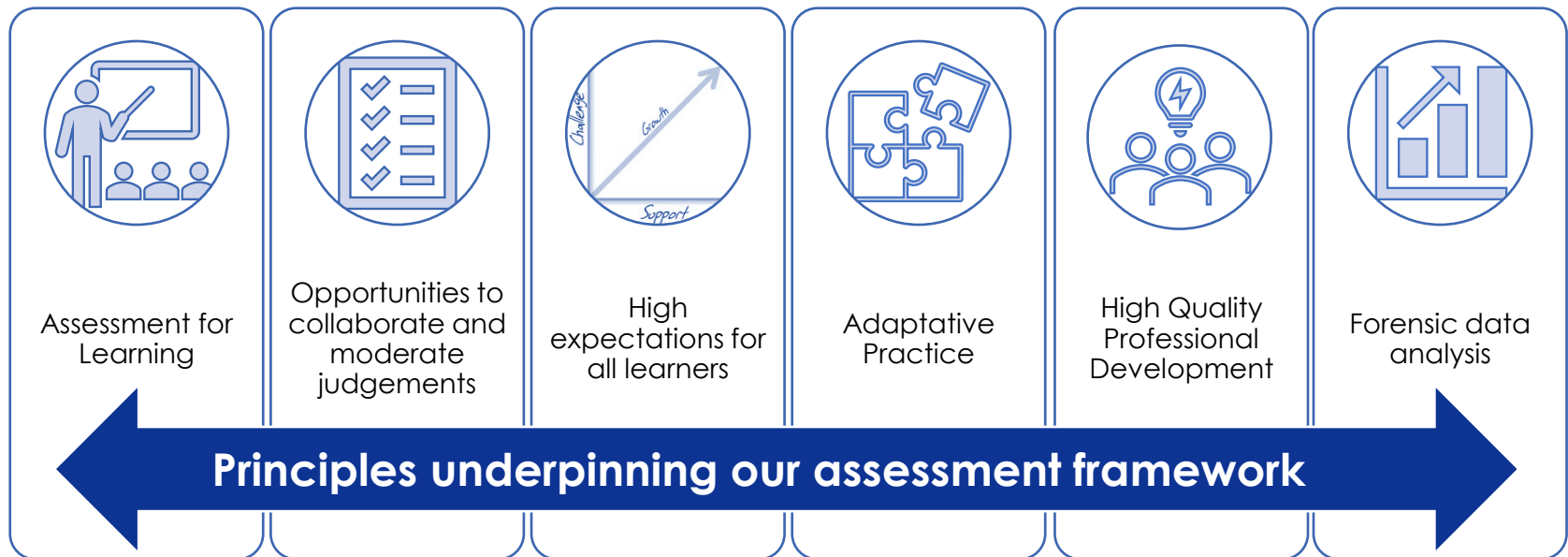
Curriculum Framework

The Grove Learning Trust curriculum consists of a series of one-page curriculum overviews. These are used as the foundation of all school-based curriculum decisions and enable subject leaders to work collaboratively on peer review and curriculum development. In Grove Learning Trust, school leaders are empowered to make local curriculum decisions, within this curriculum framework, to meet the needs of their unique community. Leaders are united in their shared responsibility for the outcomes of all children across our trust. Our Infant and Junior schools also work in close collaboration to make sure a progressive curriculum is designed as part of a child's primary education.



Assessment Framework

The Grove Learning Trust assessment framework consists of a series of one-page overviews. In Grove Learning Trust, school leaders are empowered to make local decisions, within this assessment framework, to meet the needs of their unique community. Leaders are united in their shared responsibility for the outcomes of all children across our trust. Our Infant and Junior schools also work in close collaboration to ensure assessment is pivotal in transition.



Impact of our School Improvement Model

		National	Trust Aggregate	Eastrop Infant	Southfield Junior	Wroughton Infant	Wroughton Junior	Oakhurst Primary	Peatmoor Primary	Millbrook Primary	Shaw Ridge Primary
				Formed GLT in 2019	Formed GLT in 2019	Joined GLT in Feb 2022	Joined GLT in Feb 2022	Joined GLT in August 2023	Joined GLT March 2024	Joined GLT March 2024	Joined GLT March 2024
Early Years Foundation Stage (EYFS)	Good Level of Development (GLD)	TBC (67% 2023)	69%	66%		68%		66%	79%	63%	70%
Phonics	Year 1	TBC (79% 2023)	85%	83%		88%		90%	86%	77%	87%
	Year 2	TBC (89% 2023)	95%	97%		99%		100%	90%	89%	98%
Key Stage 1	Reading	TBC (68% 2023)	77%	86%		66%		72%	87%	76%	77%
	Writing	TBC (60% 2023)	67%	62%		57%		73%	73%	71%	67%
	Maths	TBC (70% 2023)	78%	76%		70%		80%	83%	73%	84%
Key Stage 2	Reading	74%	79%		78%		86%	80%	86%	66%	76%
	Writing	72%	77%		80%		75%	80%	79%	70%	76%
	Maths	73%	81%		84%		88%	77%	79%	77%	79%
	R,W,M Combined	61%	63%		70%		72%	61%	59%	52%	62%

Please note, some of the above data is not yet validated as it was only released on 9th July. Further scrutiny and checking of the data needs to take place before this becomes final, validated data for 2024. This will be completed by the end of October. National averages are also not yet released for some of the key milestones. When this is released, comparisons to the national average will be updated.



**If you have any questions about our
education framework, please contact:**



Andrew Wilson

Deputy CEO

andrew.wilson@grovelearningtrust.co.uk



Bex Goodman

*Curriculum Improvement &
Professional Development Leader*

bex.goodman@grovelearningtrust.co.uk

