Enhancing governance

A perspective on a leader's role in empowering trustees with quality assurance, compliance, and strategic insight.

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Liverpool
Manchester
Stoke
Birmingham

London

MMU

IOE
Kent

Background

Empowering the Board: Managing Risk

Quality Assurance on behalf of the Board

Reporting to empower Strategic Decision making

Board reporting

Brookfields Primary School - Highgate

St. Gabriel's CofE Primary School: Westminster

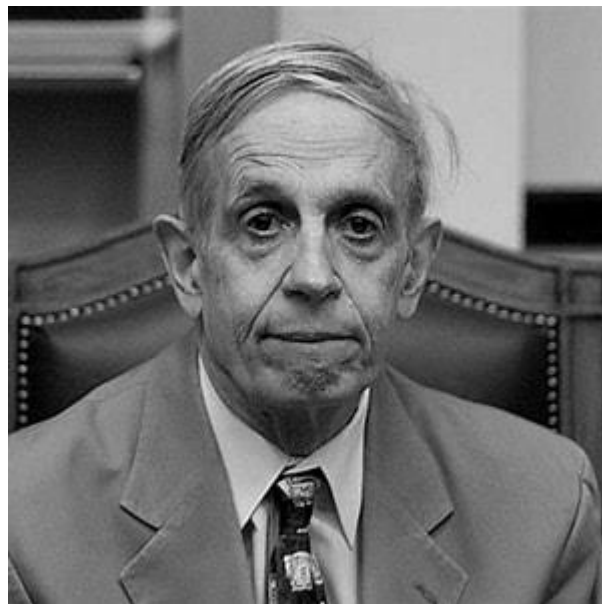Handforth Grange Primary School: Cheshire East

Frank Field Education Trust: Cheshire West / Cheshire East / Stoke

Futures Academy Trust: Westminster

Inspiration East: Kent

Esprit Multi-Academy Trust: Stoke

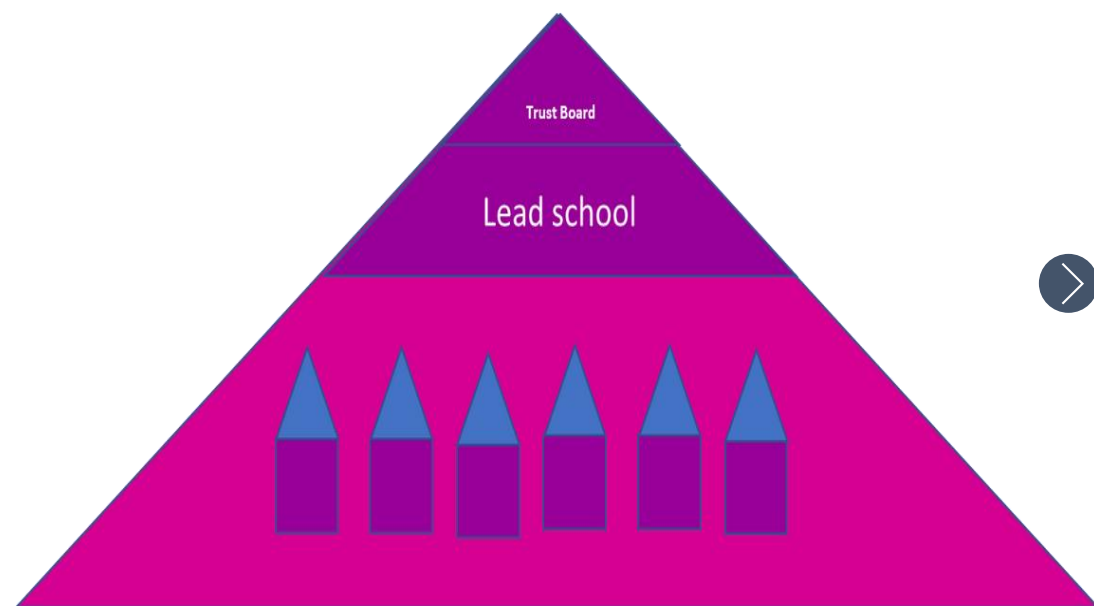Create Partnership Trust: Birmingham

create
PARTNERSHIP TRUST

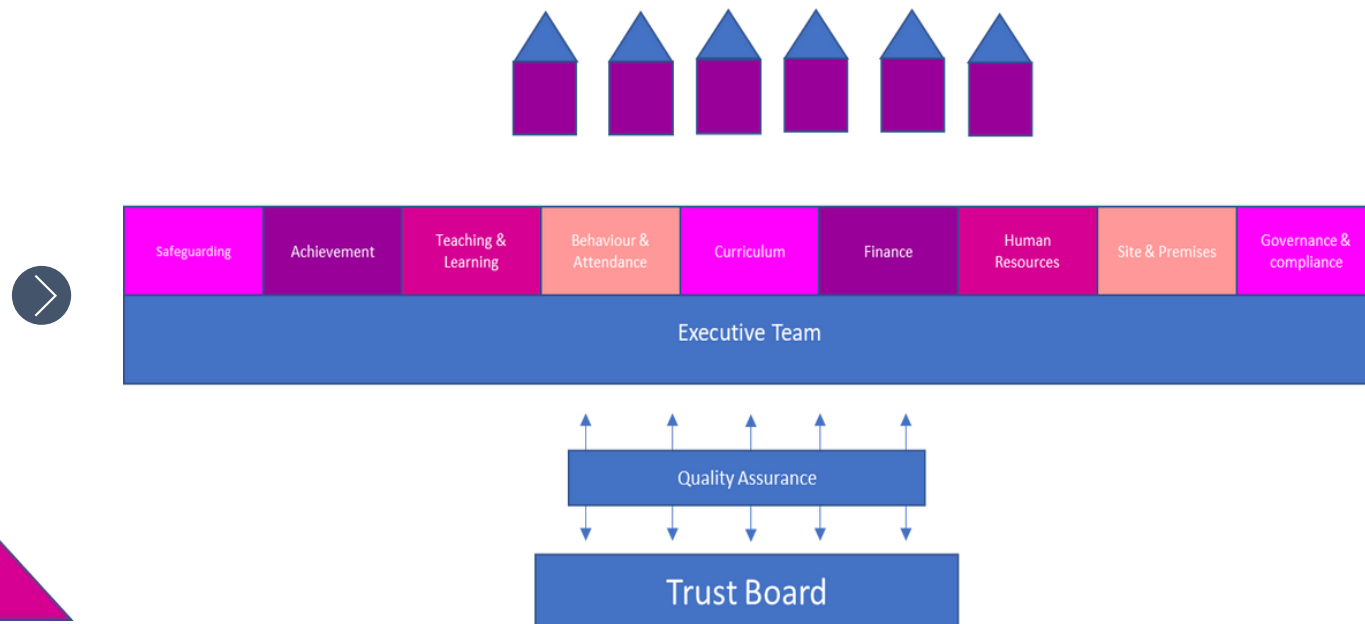**Empowering the Board: Managing Risk**

Finance & Operations, Education & People Strategies | Risk
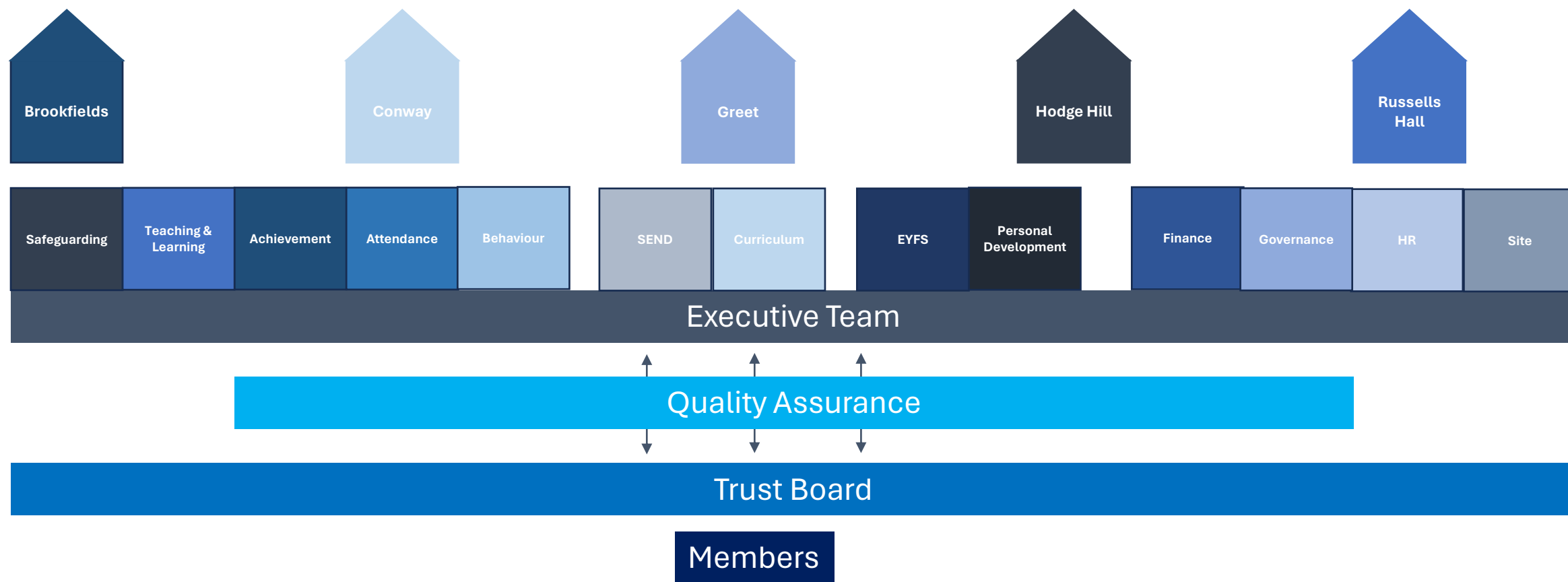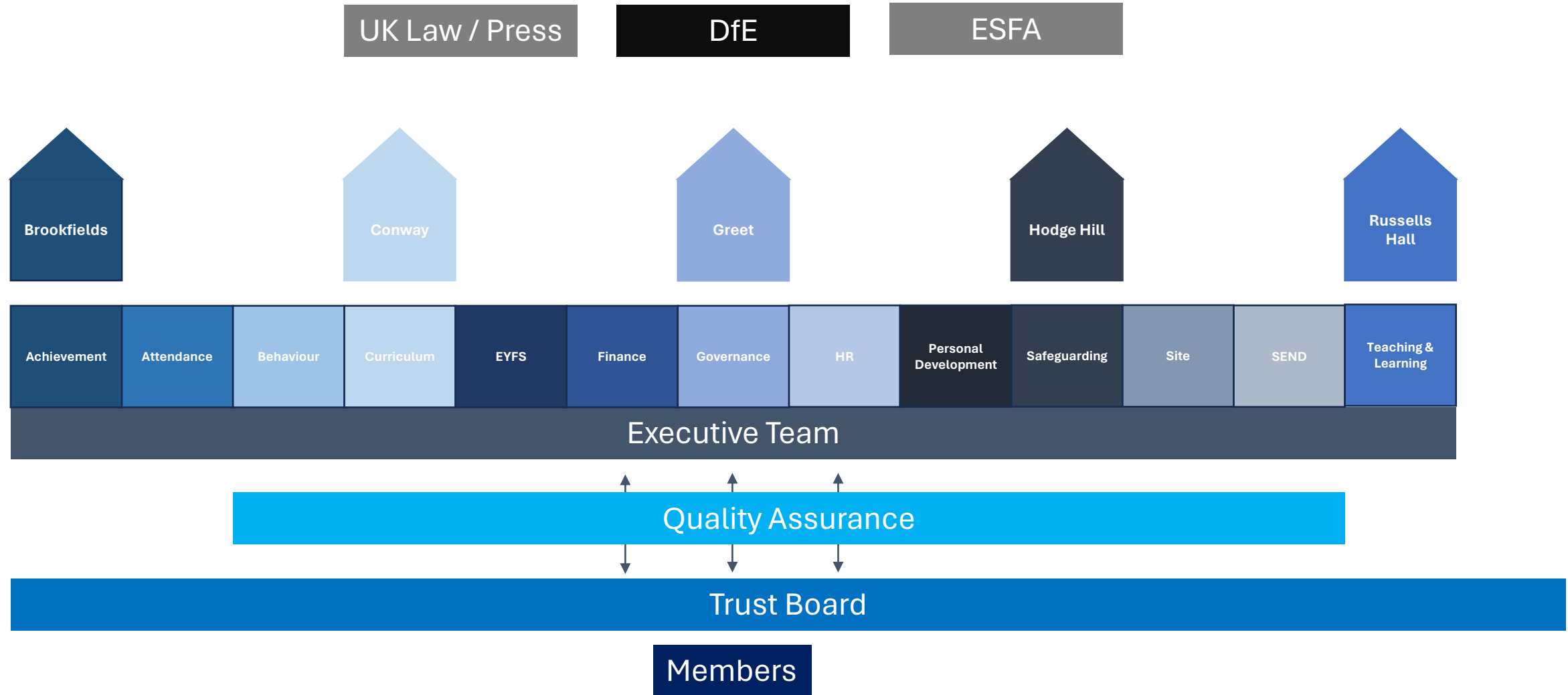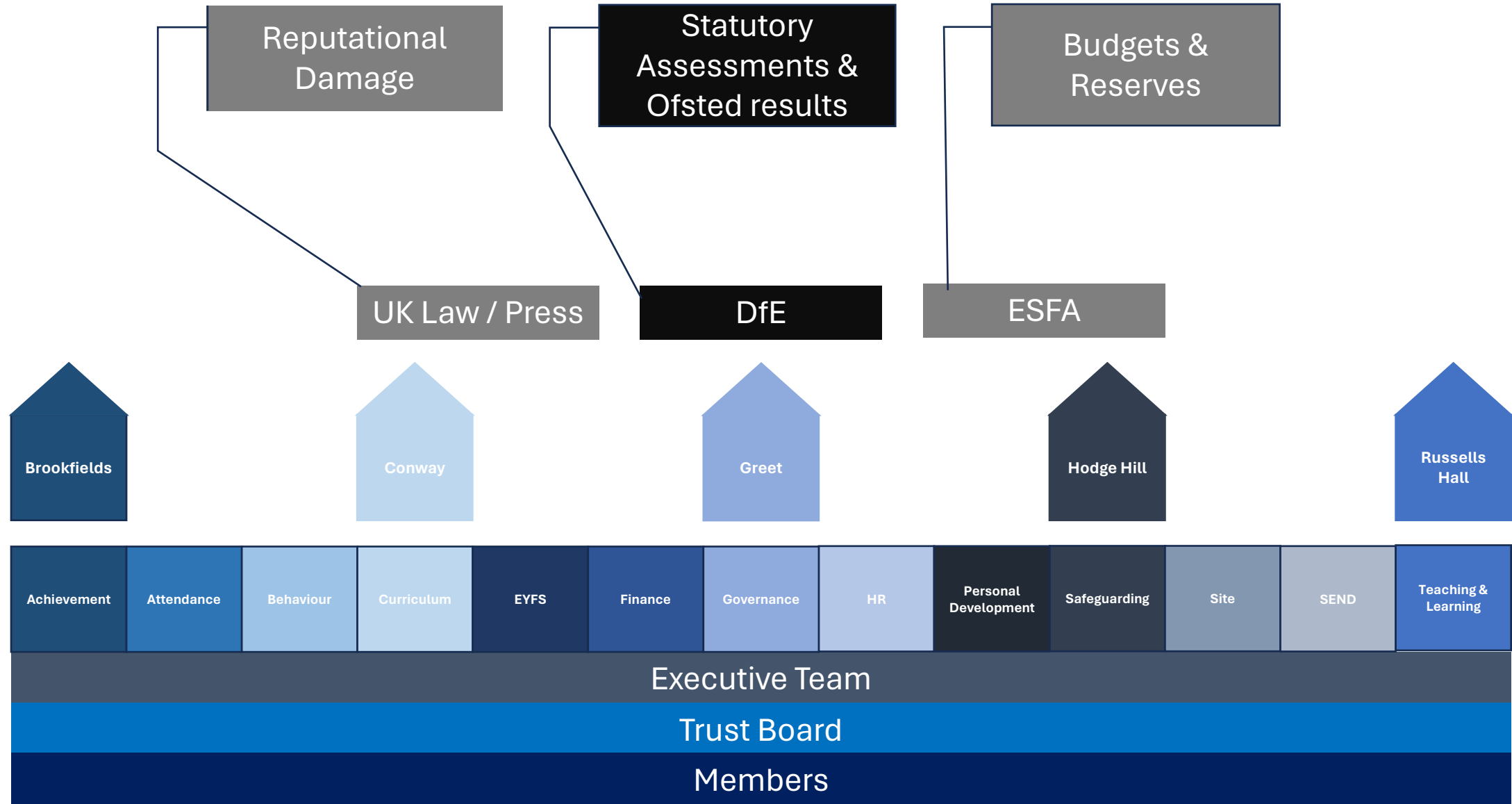
From this...

To this...

Finance & Operations, Education & People Strategies | Risk

Finance & Operations, Education & People Strategies | Risk

Finance & Operations, Education & People Strategies | Risk

Risk Matrix: V1

FOCUS AREA	Business Partner	AIM	School 1 SPR 1	School 2 SPR 1	School 3 SPR 1	School 4 SPR 1
SAFEGUARDING	CD	All schools will ensure that safeguarding is everyone's highest priority, and that policies, systems and practices are compliant, maintained and developed to keep children safe.	1:1	1:1	2:1	1:1
BEHAVIOUR	CD	All children will enjoy a safe school, with high standards of behaviour, conduct and mutual respect.	1:1	1:1	2:1	2:1
ATTENDANCE	CD	All children will enjoy a safe school, with high standards of behaviour, conduct and mutual respect.	2:2	2:3	2:3	2:2
ACHIEVEMENT	CD	All children will make good progress and achieve at a high level against their starting points.	2:2	2:2	2:1	2:1
TEACHING & LEARNING	CD	All children will enjoy high-quality Teaching & Learning from well trained, motivated staff	2:2	2:1	2:2	2:1
Special Educational Needs	CD	All children will enjoy high-quality Teaching & Learning from well trained, motivated staff irrespective of their needs.	2:2	2:2	2:2	2:2
CURRICULUM	MU / LM	All children will experience an ambitious, broad, balanced curriculum.	2:1	2:1	3:1	2:1
FINANCE	KV	All schools will be financially well-managed with financial controls that ensure compliance, adequate reserves and money to spend improving children's lives.	2:3	1:1	3:3	2:2
HUMAN RESOURCES	COC	All staff will benefit from high quality recruitment and ongoing CPD and be protected by systems that are compliant and respectful.	1:1	1:1	2:3	1:1
Site Compliance	JG	All school premises will be welcoming, safe and compliant places the highest emphasis on Health & Safety where children can learn.	1:1	2:2	2:2	3:2

Risk Matrix: V2

| FOCUS AREA	Business Partner	AIM	School 1 SPR 1	School 2 SPR 1	School 3 SPR 1	School 4 SPR 1
SAFEGUARDING	CD	All schools will ensure that safeguarding is everyone's highest priority, and that policies, systems and practices are compliant, maintained and developed to keep children safe.	87.1%	87.1%	87.1%	93.8%
BEHAVIOUR	CD	All children will enjoy a safe school, with high standards of behaviour, conduct and mutual respect.	87.1%	90.5%	70.4%	87.1%
ATTENDANCE	CD	All children will enjoy a safe school, with high standards of behaviour, conduct and mutual respect.	87%	73.7%	70.35%	83.75%
ACHIEVEMENT	CD	All children will make good progress and achieve at a high level against their starting points.	83.75%	83.75%	87.1%	87.1%
TEACHING & LEARNING	CD	All children will enjoy high-quality Teaching & Learning from well trained, motivated staff	77.1%	80.4%	77.1%	80.4%
Special Educational Needs	CD	All children will enjoy high-quality Teaching & Learning from well trained, motivated staff irrespective of their needs.	60%	93.8%	73.1%	87.1%
CURRICULUM	MU / LM	All children will experience an ambitious, broad, balanced curriculum.	80%	77%	67%	57%
FINANCE	KV	All schools will be financially well-managed with financial controls that ensure compliance, adequate reserves and money to spend improving children's lives.	80.4%	87.1%	73.7%	80.4%
HUMAN RESOURCES	COC	All staff will benefit from high quality recruitment and ongoing CPD and be protected by systems that are compliant and respectful.	93.8%	87.1%	90.5%	90.5%
Site Compliance	JG	All school premises will be welcoming, safe and compliant places the highest emphasis on Health & Safety where children can learn.	93.8%	87.1%	43.55%	77.05%

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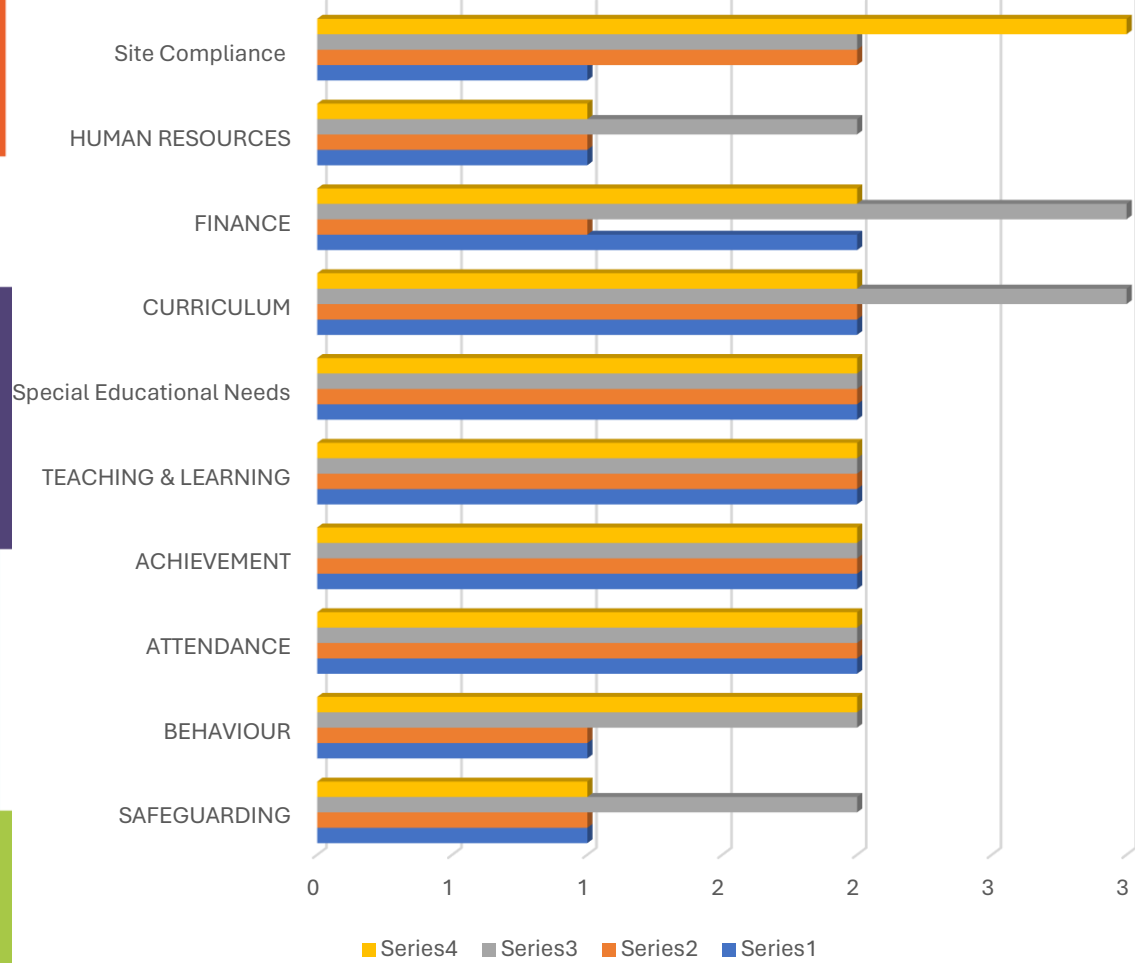
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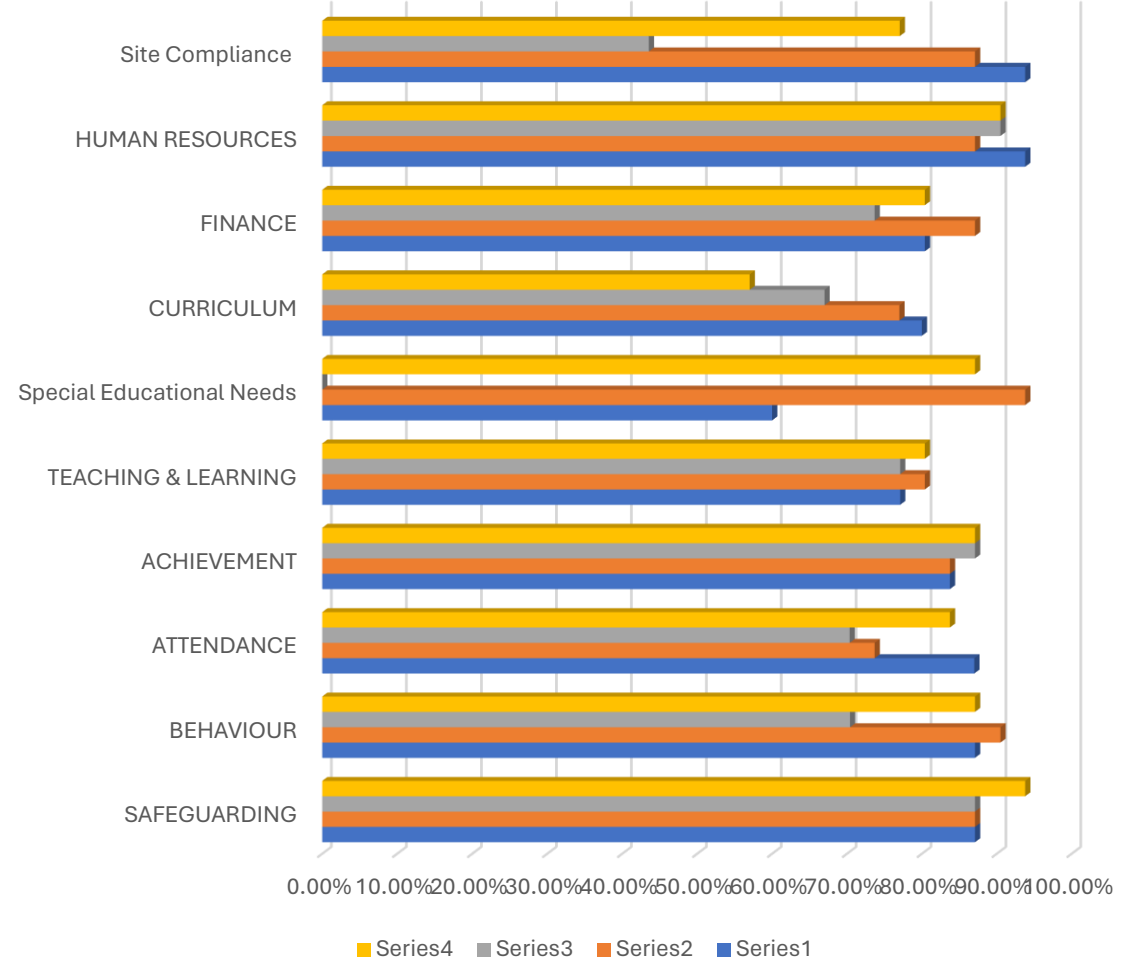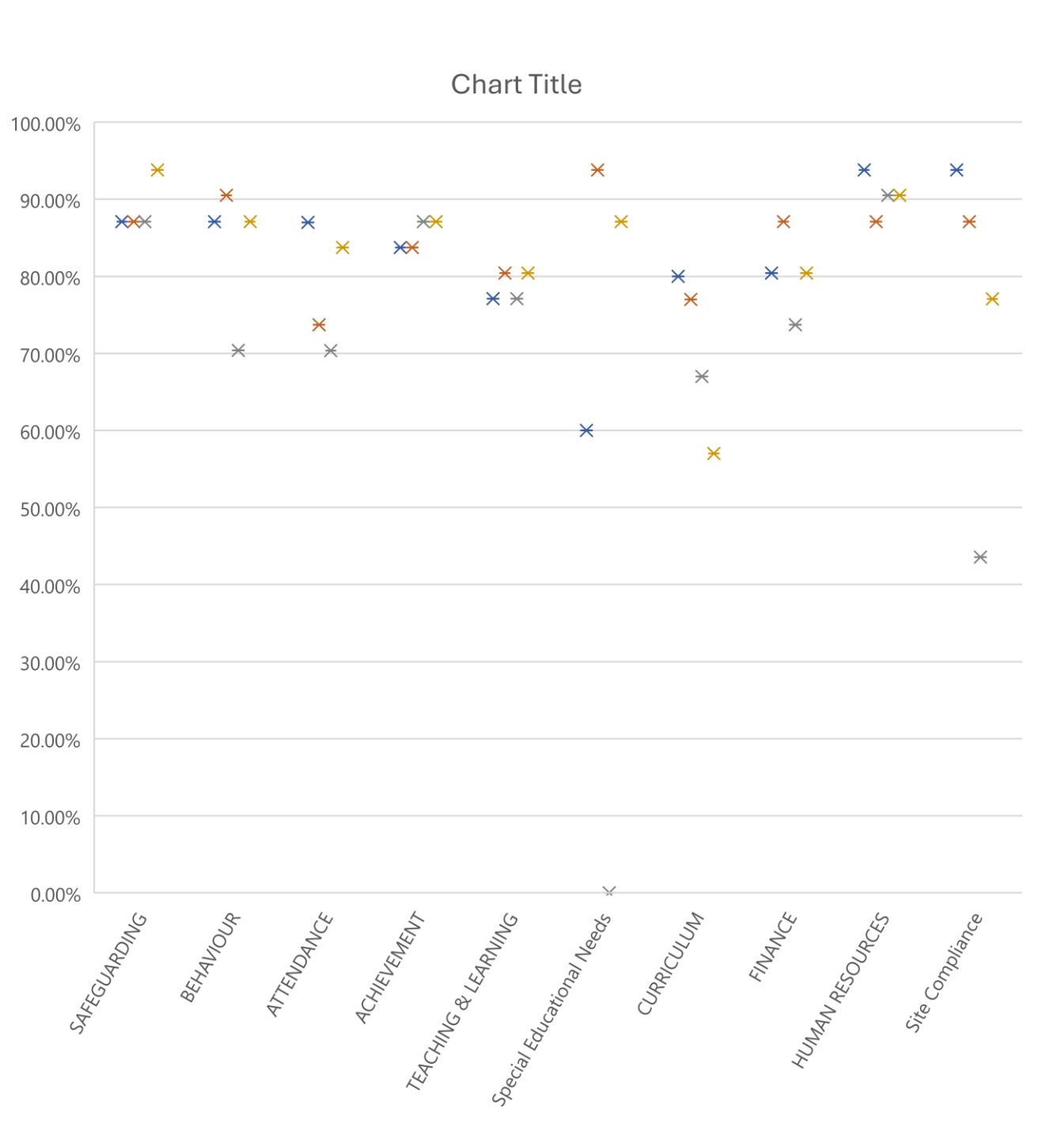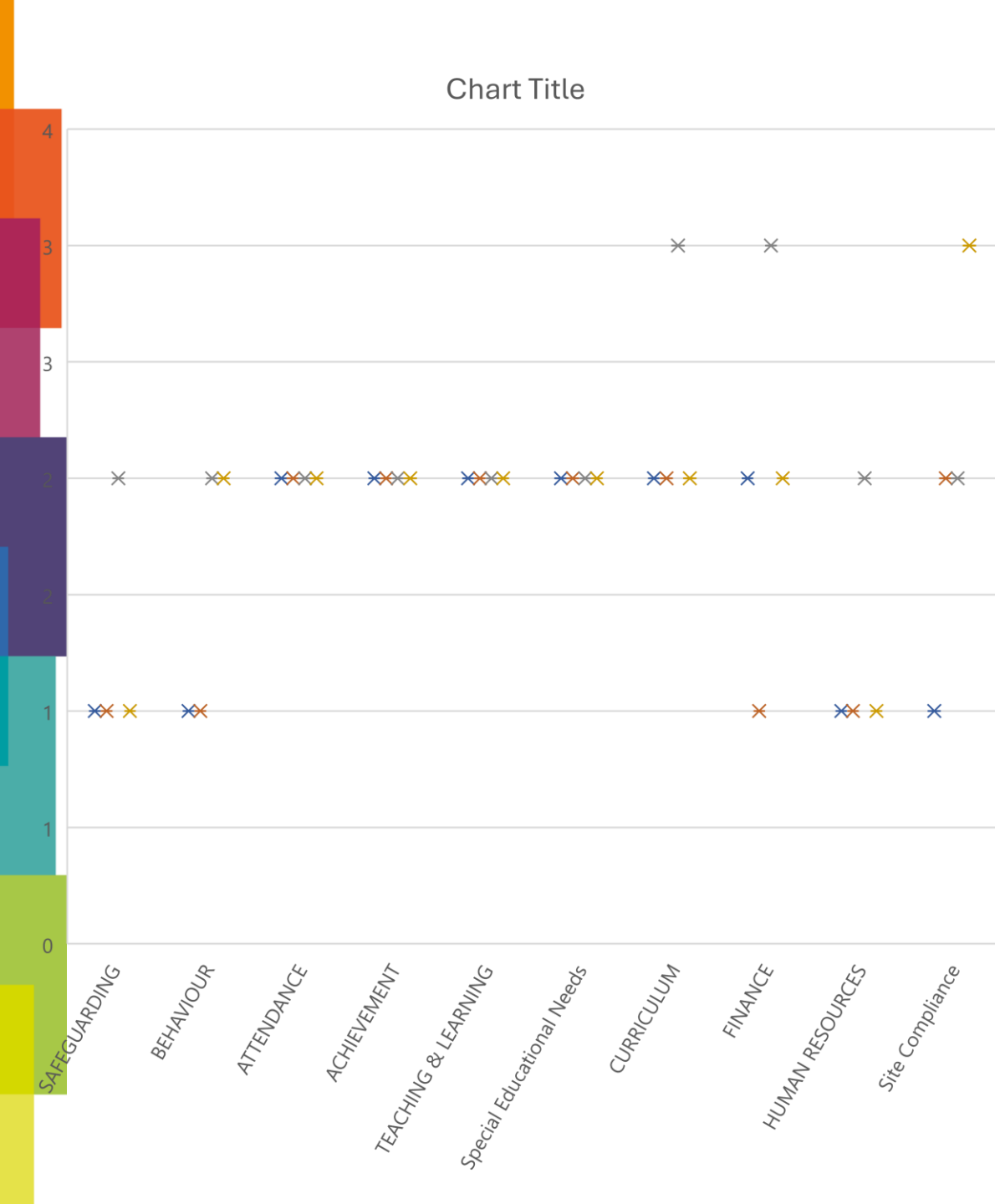
Quality Assurance Questions: Teaching & Learning

No.	Question to ask the Teaching & Learning Lead	Documents and / or Practice	Your Rating
1	How is the curriculum designed to be ambitious and inclusive, particularly for disadvantaged learners and those with SEND?	Look at examples of adaptation for a child(ren) with SEND and that they are following the same ambitious curriculum (talk to the child)	
2	Can you describe how the curriculum is coherently planned and sequenced for knowledge and skill development?	Look at the curriculum sequence and check for precision of every lesson being planned with LO / knowledge focus / vocabulary / activity / Assessment for Learning example	
3	How do teachers ensure that students regularly review and reinforce previous learning?	Walk the school and see examples of review / overlearning	
4	What strategies are implemented to present new material in small steps for effective learning?	Walk the school and see examples of the presentation of new material in small steps	
5	How does the school ensure a high success rate in student learning outcomes?	Look at the statutory and internal data and discuss	
6	What methods are used to scaffold difficult tasks for students?	Look at examples of scaffolding for a child(ren) with SEND and that they are following the same ambitious curriculum (talk to the child)	
7	How is independent practice encouraged and monitored in students?	Walk the school and see examples of independent practice	
8	What approaches are taken to review learning on a weekly and monthly basis?	Look at examples of the school's system for checking understanding over time and walk the school to see it in practice	
9	How do teachers check for student understanding and engagement during lessons?	Walk the school and see examples of teachers checking for student understanding and engagement during lessons	
10	How is the learning environment structured to promote positive behaviour and attitudes?	Walk the school and discuss how the learning environment is structured to promote positive behaviour and attitudes	
11	What initiatives are in place to support the personal development of students beyond academics?	Look at examples of the school's initiatives to support the personal development of students beyond academics?	
12	How are leaders ensuring that all staff are supported and developed in their teaching roles?	Look at the CPD log and discuss	
13	Can you describe how the school fosters a culture of safeguarding and pupil welfare?	Look at the CPD log and discuss	
14	How does the school's strategy align with the wider vision for high-quality, inclusive education?	Walk the school and see examples of the school's vision for high-quality, inclusive education?	
15	What are the school's approaches to continuous improvement and adaptation in teaching and learning practices?	Look at the CPD log and discuss	

Quality Assurance Answers: Teaching & Learning

No.	Question to ask…	Documents and / or Practice
1	How is the RWM curriculum designed to be ambitious and inclusive, particularly for disadvantaged learners and those with SEND?	Look at examples of adaptation for a child(ren) with SEND and that they are following the same ambitious curriculum (talk to the child) *Differentiated instruction that takes into account the diverse needs and abilities of students. *Providing targeted support and interventions to address gaps in learning and ensure all students can access and make progress in RWM. *Collaborating with support staff and external agencies to provide additional resources and support for students who require it. *Regularly reviewing and adapting teaching strategies to meet the needs of individual students.
2	Can you describe how the RWM curriculum is coherently planned and sequenced for knowledge and skill development?	Look at the curriculum sequence and check for precision of every lesson being planned with LO / knowledge focus / vocabulary / activity / Assessment for Learning example *Following a logical progression of concepts and skills that build upon previous learning. *Ensuring that key knowledge and skills are revisited and reinforced at appropriate intervals. *Incorporating formative and summative assessments to inform planning and identify areas for further development.
3	How do teachers ensure that students regularly review and reinforce previous learning?	Walk the school and see examples of review / overlearning *Incorporating regular opportunities for retrieval practice and consolidation of prior knowledge. *Providing ongoing feedback and guidance to students on their progress and areas for improvement. *Encouraging students to make connections between current and previous learning through explicit links and references
4	What strategies are implemented to present new material in small steps for effective learning?	Walk the school and see examples of the presentation of new material in small steps *Breaking down complex concepts into manageable chunks. *Providing clear and concise explanations, using visuals and real-life examples to enhance understanding. *Scaffolded instruction, gradually releasing responsibility to students as they gain confidence and proficiency.
5	How does the school ensure a high success rate in student learning outcomes?	Look at the statutory and internal data and discuss *Setting high expectations for all students and providing the necessary support to meet those expectations. *Regularly assessing student progress and providing timely interventions to address any gaps or misconceptions. *Celebrating and recognizing student achievements to foster a positive learning culture.

Quality Assurance Answers: Teaching & Learning

No.	Question to ask…	Documents and / or Practice
6	What methods are used to scaffold difficult tasks for students?	Look at examples of scaffolding for a child(ren) with SEND and that they are following the same ambitious curriculum (talk to the child) *Providing additional support materials, such as graphic organizers or step-by-step guides. *Offering one-on-one or small-group support from teachers or teaching assistants. *Modifying tasks or assignments to make them more accessible while still maintaining challenge.
7	How is independent practice encouraged and monitored in students?	Walk the school and see examples of independent practice *Providing opportunities for students to apply their learning independently. *Setting clear expectations for independent work and providing guidelines or rubrics for self-assessment. *Regularly checking and providing feedback on independent work to monitor progress and provide guidance for improvement.
8	What approaches are taken to review learning on a weekly and monthly basis?	Look at examples of the school's system for checking understanding over time and walk the school to see it in practice *Conducting regular formative assessments, such as quizzes or short tasks, to check understanding and identify areas for further instruction. *Using data from assessments to inform planning and adapt teaching strategies as needed. *Reflecting on student work and progress during regular meetings or professional development sessions.
9	How do teachers check for student understanding and engagement during lessons?	Walk the school and see examples of teachers checking for student understanding and engagement during lessons *Using a variety of formative assessment techniques, such as questioning, observation, or exit tickets. *Providing opportunities for students to actively participate and demonstrate their understanding. *Monitoring student engagement and adjusting instruction accordingly.
10	How is the learning environment structured to promote positive behaviour and attitudes?	Walk the school and discuss how the learning environment is structured to promote positive behaviour and attitudes *Establishing clear expectations for behavior and fostering a positive and respectful classroom culture. *Implementing behavior management strategies that focus on positive reinforcement and restorative practices. *Providing a safe and inclusive learning environment where all students feel valued and supported.

Quality Assurance Answers

No.	Question to ask...	Documents and / or Practice
11	What initiatives are in place to support the personal development of students beyond academics?	Look at examples of the school's initiatives to support the personal development of students beyond academics? *Offering a range of extracurricular activities and enrichment programs. *Providing opportunities for student leadership and involvement in decision-making processes. *Promoting the development of social and emotional skills through targeted interventions or programs.
12	How are leaders ensuring that all staff are supported and developed in their teaching roles?	Look at the CPD log and discuss *Providing regular professional development opportunities that address the specific needs and goals of individual teachers. *Offering coaching or mentoring programs to support teachers in their professional growth. *Creating a culture of collaboration and sharing best practices among staff members.
13	How are we ensuring achievement and attainment is reaching National levels (RWM)?	Look at the CPD log and discuss *Regularly monitoring and analyzing student performance data to identify areas for improvement. *Implementing targeted interventions and support for students who are not meeting national expectations. *Collaborating with other schools or external partners to share best practices and learn from each other.
14	How does the school's strategy align with the wider vision for high-quality, inclusive education?	Walk the school and see examples of the school's vision for high-quality, inclusive education? *Ensuring that all aspects of the curriculum and school practices are designed to meet the needs of all students. *Incorporating principles of equality, diversity, and inclusion into all aspects of school life. *Collaborating with parents, the wider community, and external agencies to support the school's vision and goals.
15	What are the school's approaches to continuous improvement and adaptation in teaching and learning practices?	Look at the CPD log and discuss *Regularly reviewing and reflecting on teaching strategies and student outcomes. *Seeking feedback from students, parents, and staff to inform decision-making and identify areas for improvement. *Staying up-to-date with research and best practices in education and incorporating them into teaching approaches

Quality Assurance Reporting

	Quality Assurance Log	Achievement	2024											
Question	Questions to ask the Achievement Lead	Documents and / or Practice	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1	How is the curriculum designed to challenge students and ensure they achieve high academic standards?	Review the curriculum plans and syllabi for each subject area. Examine samples of pupil work and lesson plans to assess coverage and depth.	0	0.5	0	0.5	1	1	0	0.5	0	0.5	1	1
2	How do you ensure that teaching is knowledge-based and focuses on imparting core subject knowledge effectively?	Inspect lesson plans and teaching resources. Review teachers' notes to evaluate the focus on core subject knowledge.	0	0.5	0	0.5	0.5	1	0	0.5	0	0.5	0.5	1
3	What assessment methods are in place to ensure students have mastered key concepts before moving on?	Analyse assessment records and examination results. Check the pupil progress tracking systems for consistency and accuracy in monitoring achievement.	0	1	0.5	0.5	0.5	1	0	1	0.5	0.5	0.5	1
4	How do you maintain discipline in the classroom to ensure an optimal learning environment?	Observe classroom dynamics for discipline during lessons. Review the behaviour management policies and their implementation.	0.5	0.5	0.5	0.5	0.5	1	0.5	0.5	0.5	0.5	0.5	1
5	How is teacher authority established in the classroom to ensure respect and attention from students?	Evaluate teachers' training records. Observe lessons to assess the establishment of teacher authority and control.	0	0	0.5	0	0	1	0	0	0.5	0	0	1
6	What is the school's approach to homework in terms of frequency, rigor, and its role in reinforcing learning?	Examine the school's homework policy. Review examples of homework assignments and gather feedback from parents on its effectiveness.	0.5	0.5	0.5	1	0	1	0.5	0.5	0.5	1	0	1
7	How is direct instruction used to effectively deliver curriculum content?	Attend and observe lessons to see direct instruction in action. Review teaching materials and instructional guides for clarity and educational rigour.	0.5	0.5	0.5	0.5	1	1	0.5	0.5	0.5	0.5	1	1
8	What strategies are implemented to build resilience and a strong work ethic in students?	Assess resilience-building programmes for pupils. Review teachers' reports and gather feedback from pupils on the effectiveness of these programmes.	0	0	0.5	0.5	1	1	0	0	0.5	0.5	1	1
9	How are traditional teaching methods implemented and valued within the classroom?	Review teaching materials and lesson plans for evidence of traditional teaching methods. Check teachers' training records for alignment with these methods.	0	0	0.5	0	1	1	0	0	0.5	0	1	1
10	How do you instill high expectations and aspirations in all students, regardless of their background?	Examine school policy documents related to expectations and aspirations. Analyse pupil achievement data and review diversity and inclusion policies.	0.5	0.5	0.5	0.5	1	0.5	0.5	0.5	0.5	0.5	1	0.5
11	How is cultural literacy integrated into the curriculum to provide students with a broad and informed worldview?	Review curriculum content and teaching materials focused on cultural literacy. Examine pupils' projects for breadth and depth of cultural understanding.	1	0.5	0	1	0.5	0.5	1	0.5	0	1	0.5	0.5
12	How is student work assessed and feedback given to ensure continuous improvement?	Inspect marked pupil work and feedback forms. Review assessment criteria documents for clarity and relevance.	1	0.5	0	0.5	0.5	0.5	0.5	0.5	0	0.5	0.5	0.5
13	What role do parents play in supporting their children's education and the school's ethos?	Check parent-teacher communication logs. Analyse results from parent surveys and review minutes of Parents' Evening and PTA meetings.	1	0.5	0.5	1	0.5	0.5	0.5	0.5	0.5	1	0.5	0.5
14	How are teachers developed professionally to maintain high teaching standards, and how is accountability ensured?	Examine professional development records and teachers' appraisal reports. Review training materials for relevance and effectiveness.	1	0.5	1	1	0.5	0.5	0.5	0.5	1	1	0.5	0.5
15	How is the school culture cultivated to reflect the values of discipline, respect, and academic excellence?	Review the school's mission statement and culture surveys. Attend school events and lessons to observe the manifestation of school values and ethos.	0.5	0	1	1	0.5	0.5	0.5	0	1	1	0.5	0.5

DASHBOARD SPRING 1 2024 · DASHBOARD 2024 · **Achievement** · Attendance · Behaviour · Curriculur · ···

Quality Assurance Reporting

Create Partnership Trust Education & Standards Committee   6th March 2024

12. Executive Summary – Quality Assurance of Teaching & Learning

Executive Summary:
Directors are asked to note the following:

External QA (free) was undertaken by Tony Staneff (White Rose Maths), myself and the Maths Leads and HT's at both Conway and Greet. See Appendix _ and Appendix _

White Rose Maths in addition, for free, also did a Full Inset Day Training on Feb 19th for Conway and the Maths Leads at the other schools.

I did a review of Brookfields and Hodge Hill with the Maths Leaders.

Maths is looking in a lot stronger position than 12 months ago.

Rachel Quick visited Greet for external QA with regard to The Hive and the investment needed. Once the investment is made, The Hive will be Ofsted Compliant. See Appendix and Business Plan.

I worked with the Early Excellence Team at Greet looking at Rec and Y1. This is in a effective place with no concerns.

Appendices

Appendix 17- Quality Assurance of Teaching & Learning Brookfields
Appendix 18- Quality Assurance of Teaching & Learning Conway
Appendix 19- Quality Assurance of Teaching & Learning Greet
Appendix 20- Quality Assurance of Teaching & Learning Hodge Hill
Appendix – Tony Staneff and Chris Dyson White Rose Maths External QA Review Conway
Appendix – Tony Staneff and Chris Dyson White Rose Maths External QA Review Greet
Appendix External QA Rachel Quick SEND Report
Appendix Early Excellence Review Rec
Appendix Early Excellence Review Y1
Business Plan The Hive at Greet

Quality Assurance Reporting

< 50% - There is a dangerous risk to the children, schools, or Trust

	2023 / 2024	2022 / 2023	2021 / 2022
Teaching & Learning			
Number of teaching staff DUMMT DATA	15 (13) (x1 Mat Leave and x1 ECT)	14 (1 on Mat Leave so 13)	
Percentage of teaching staff judged good or better for Teaching & Learning	100%	77% 10/13	
Percentage of teaching staff receiving informal support (Not recorded yet)	0%	23% 3/13	
Percentage of teaching staff receiving formal support	0	0	
Percentage of teaching staff on an Individual Support Plan (ISP)	0	0	
Percentage of teaching staff leaving due to capability	0	0	

The school is entering its second year with its School Led Coaching programme which has had an impact in 2022 23. This is led by the HT and DHT and has been rolled out with other SLT involved in drop ins and the walkabouts. On the spot coaching for all staff, this leads to additional training.

- **Middle Leading Programme**

Had x2 sessions. X2 MOS are beginning their NPQSL

- **Personal Development Framework**

Very thorough and detailed. I will meet with _____ on my next visit to discuss in detail.
PHSE is jigsaw and is bespoke to the school. The PD framework incorporates all strands.
Opportunities are varied, carefully planned and build on what has come before.
Experiences are of high-quality and help to prepare pupils for the next phase in their life and to live in modern Britain.
The Personal Development curriculum promotes equality of opportunity and develops pupil's character.

The Personal Development curriculum is inclusive of the most disadvantaged pupils and those with special educational needs and/or disabilities.
The Personal Development curriculum provides all pupils with the opportunity to build social capital through opportunities for example in sports, music, the arts and outdoor education.
The Personal Development curriculum provides all pupils with the opportunity to build cultural capital through trips, visitors and residential experiences.

Quality Assurance Reporting

Key Strands Covered.
Safeguarding (including vulnerable & disadvantaged children)
Relationships Education/Relationships & Sex Education/Health Education (RHE/RSHE)
Mental Health
Personal Social Health Economic Education (PSHE) incl MH curriculum
Spiritual Moral Social Cultural Development (SMSC)
Sports
The Arts
Outdoor Education
Cultural Capital through Trips, visitors and Residentials
British Values
Careers
Citizenship & Character
Equality Diversity & Inclusion
Online Safety

- **Partnership framework**

The links are growing eg Paul Dix, When the Adults Change.
Leisure Centre invited to the well established x3 Parent Coffee Mornings. Wellbeing, committee, Educational workshops. Community is at the heart.

- **Maths in Y4 Y5 Y6 – Drop in and Books.**

1. Look for evidence of high-quality teaching and learning, including:
*Clear learning objectives and success criteria – clear expectations set out. Behaviour and engagement excellent.
* Effective use of resources, manipulatives, and visual representations
I was talked through the WR Assessments, Lots of strategies used and retention of 'part part whole' was still embedded.
* Opportunities for students to explain their thinking and reasoning –
excellent, confident, clear explanations given in all 4 classrooms. During my Children Interviews, again, the explanations were accurate and clear.
* Differentiation to meet the needs of all learners. SEND children had work which they could access with success.
* Effective classroom management and engagement strategies. No concerns.
* Opportunities for students to work collaboratively and independently. Paired work and shared work and independent work seen.
*Regular assessment and feedback on students\' progress. Children talked me through their WR Assessments

Quality Assurance Reporting

2. Engage in short conversations with teachers and students, asking key questions to gather further information.

* How do you ensure that prior knowledge and key facts are taught and reinforced?

Power maths sequence ensures retrieval is key. Additional fluency work done every week. TT Rockstars. High profile in assembly.

*How do you identify and address gaps in students\' learning? As the lesson progressors. Each lesson allows students to have gaps filled. Qustioning in lessons, marking.

. * How do you promote problem-solving and critical thinking skills in mathematics? Power maths starts with discover after the retrieval. Daily challenges and high profile.

* How do you differentiate instruction to meet the needs of all learners?

SEND – aim for all children to learn the intended curriculum but scaffolding to achieve.

Some of the SEND do maths interventions. If it is on their Learning Support plan, they may use an earlier YG.

*What strategies do you use to engage and motivate students in mathematics? High profile, assemblies, teachers subject knowledge and enthusiasm for the subject.

* How do you incorporate assessment and feedback into your teaching practice? WR Assessments at the end of each Unit. X3 Data drops a year.

. 3. Triangulation Activities:

* Review students\' workbooks or portfolios to assess the quality of their mathematical calculations and presentations.

I went through the maths books with the children and asked them re knowledge and facts.

Next Visit

- Y1 Y2 Y3 – Maths Dec WR Assessments with children

Empowering Strategic Decision Making: November 2022

	School 1	School 2	School 3	School 4	Trust-wide
Achievement	2:2	2:2	2:1	3:3	1 at risk
Curriculum	3:2	3:2	3:3	3:4	4 at risk
Behaviour	2:2	3:2	2:1	2:1	1 at risk
Teaching & Learning	2:1	3:3	2:1	3:2	2 at risk
OVERALL	Less risk	Very vulnerable	Vulnerable	Very vulnerable	Vulnerable

Empowering Strategic Decision Making: December 2022

Empowering Strategic Decision Making: December 2022

- **Stage 1 – Curriculum audit - AUTUMN 2 - COMPLETE**

  - Audit of existing curriculum offer including associate paperwork against expectations that curriculum be knowledge-rich and well sequenced

  - Quality assurance of the fidelity of the evidence of learning (in books & elsewhere) to the curriculum

  - Quality assurance of Middle and Senior Leaders' understanding of the principles of effective curriculum design

- **Stage 2 – Curriculum documentation development – AUTUMN 2 - COMPLETE**

  - Coaching for Senior Leaders across the Trust in the principles of effective curriculum design

  - Coaching for subject leaders across the Trust in the principles of effective curriculum design

  - Curriculum documentation for Spring 1 term developed in History, Geography, Science, PSHE, PE to incorporate the principles of effective curriculum design

  - Training for all Senior and Middle Leaders in the Quality Assurance system that the schools and Trust will use to measure the effectiveness of the curriculum by subject from January 2023 onwards

- **Stage 3 – Teacher coaching and curriculum documentation development – SPRING 1 – PARTIAL**

  - Coaching for teachers in the application of the revised curriculum documentation into teaching materials, lesson format and content, and evidence of learning from the children.

  - Commence ongoing quality assurance of History, Geography, Science, PSHE, PE including coaching for the subject leaders

  - Curriculum documentation for Summer and Autumn term developed in all subjects to incorporate the principles of effective curriculum design

- **Stage 4 – Subject leader coaching – SPRING 2**

  - Continue the ongoing quality assurance of History, Geography, Science, PSHE, PE including coaching for the subject leaders

  - Commence ongoing quality assurance of all subjects including coaching for the subject leaders

  - Commence half-termly QA reviews with Trust executive informed by subject leader QA

- **<u>COST for supply cover for subject leader release (approx.)</u>**

- Stage 1 – £0

- Stage 2: £14,000

- Stage 3: £14,000

- Stage 4: £2,000

- TOTAL: £30,000

Empowering Strategic Decision Making: February 2023

Create Partnership Trust Education & Standards Committee 1st February 2023

8ii. Executive Summary – Quality Assurance of Curriculum

Executive Summary:

Directors are asked to note the following:

At the Trust Strategic Review on 10th October 2022 and at subsequence Committee and Board meetings, it was agreed to prioritise improving the implementation of the curriculum at each school:

- To ensure that there was a knowledge-rich, knowledge-focused curriculum in each subject in each school
- To ensure that there was precise, sequenced curriculum paperwork for teachers to teach from
- Teachers' fidelity to the precisely sequenced curriculum
- The ability of Middle Leaders to quality assure the curriculum and assess, and verbalise, the achievement in the wider curriculum in the absence of data.

Progress

Phase 1 (AUTUMN TERM):	CEO to coach all subject leaders to update their curriculum paperwork to ensure it is knowledge-rich and precisely sequenced - COMPLETE	Headteachers to release Middle Leaders and Senior Leaders to work on the paperwork in detail and at speed - COMPLETE
Phase 2 (SPRING TERM):	CEO, Deputy CEOs, Headteachers and Senior Leaders to coach all teachers to teach faithfully from the sequenced curriculum and show evidence in the teaching and their children's learning of the knowledge-rich curriculum – UNDERWAY	Headteachers to release Middle Leaders and Senior Leaders and teachers for coaching -UNDERWAY
Phase 3 (SPRING & SUMER TERM):	CEO, Deputy CEOs, Headteachers and Senior Leaders to coach all Middle Leaders to quality assure the curriculum and assess, and verbalise, the achievement in the wider curriculum in the absence of data – UNDERWAY	Headteachers to release Middle Leaders and Senior Leaders for coaching - UNDERWAY

Progress & Outcomes – SPRING 1 2023

Curriculum visits have been completed to all 4 schools, working mainly with subjects leaders in Science, History & Geography which will be the likely focus of at least one 'deep dive' during any Ofsted inspection plus DT at Hodge Hill.

- Leaders are ambitious for all pupils. They are determined to continue to improve the school further. Leaders have designed and sequenced the curriculum so pupils' knowledge builds progressively over time. Staff are committed to helping pupils overcome any barriers to learning. As a result, many pupils achieve well. Teachers have secure knowledge of the subjects they teach.

School report

Ofsted
raising standards
improving lives

Inspection of Brookfields Primary School

2 Hingeston Street, Hockley, Birmingham B18 6PU

Inspection dates:	13 and 14 March 2023
Overall effectiveness	**Good**
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

- Leaders have taken effective action to address the areas of weakness in the last inspection. They have improved the curriculum, including in the early years. It is now designed well. Pupils build their knowledge sequentially from Reception to Year 6. The curriculum equips pupils with the essential knowledge and skills needed in all subjects for the next stage of their education.

School report

Ofsted
raising standards
improving lives

Inspection of Hodge Hill Primary School

76 Twycross Grove, Hodge Hill, Birmingham, West Midlands B36 8LD

Inspection dates: 13 and 14 June 2023

Overall effectiveness	**Good**
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement