



Mercian Education Trust

School Improvement Strategy

Inspire to Aspire

“Relentless and uncompromising in the pursuit of improving outcomes for all our children”

Foreword

Public service brings with it great power and even greater responsibility: the power to change lives for the better and the responsibility to do no less. The Academies programme is reshaping the education landscape in England and creating freedoms for schools which – if embraced fully – offer wide ranging possibilities for children, young people and their families to receive better support; access more opportunities; and to ultimately achieve whatever they want to, limited only by their ambitions.

Mercian Educational Trust was created with the intent to capitalise on these freedoms so that – with children at the centre of our thinking – we can take action to improve the lives of the children, creating opportunities that inspire a love of learning and aspirations for life. We develop resilience and flexibility to enable children to be the problem solvers and leaders of the next generation.

Mercian Educational Trust is driven to extend its hand to others and increase our reach to do more for education. We have taken bold steps to ensure high quality provision of services to enhance and support learning, we believe that we can do more.

We have five strategic aims:

- Increased quality of provision from all our schools;
- Development of new partnerships - including more schools joining the Trust;
- Create new provisions – including new free schools, extended services to support learning
- Sponsorship and improvement of schools in need of help and support;
- A financially viable and sustainable Multi Academy Trust.

At the core of each of these ambitions is our duty to provide the best education we can for every child in our care. If Mercian Educational Trust is not adding value to the education of children by constantly challenging our schools to be better and facilitating improvement in every setting, then we are failing.

School improvement is never a static concept: it is ever evolving as the drive for higher standards demands creativity and innovation. It requires openness, honesty, transparency, reflection, energy and flexibility.

School improvement should be about taking risks and seizing opportunities. It should be able celebrating successes and sharing learning. Fundamentally, school improvement should be a constant state of restlessness and agitation. It is the art of becoming comfortable with discomfort.

This school improvement strategy sets the tone for how MET will work with any and all schools in our Trust. The principles of school improvement articulated in this strategy transcend size, location, OFSTED rating and are compatible with any and all settings.

The vision of the Trust is that we all “Inspire to Aspire”. A vision that is as important within the relationship between pupil and teacher as it is to the teacher and a leader; or a governor and a Headteacher.

Over time – as the organisation matures and develops – the methodology we utilise to affect school improvement will change and develop. It will also learn from and respond to the innovations and experiences of our staff, parents, stakeholders and school leaders. Whilst the principles within this document should sustain, the plans we make and the steps we take will seek change. This is our intent.

Our very clear expectation is to achieve better outcomes for all our children and young people. It is within our power to do so. It is a responsibility we must live up to. Being good is not good enough. We aim to amaze.

Dafydd Lawday
Chief Executive Officer
Mercian Educational Trust

Chris Hansen
Executive Headteacher
Mercian Educational Trust



1. Introduction

- 1.1.** MET came into being to improve pupil life chances and help them aspire become the very best they can. Every decision we make and every action we take will make a positive impact in our pursuit of this aim. If it doesn't, then it isn't worth pursuing. Our vision of “**Inspire to Aspire**” sets the highest ambition for all our pupils as well as for our teachers, support staff, leaders and governors.
- 1.2.** We recognise that the only way we can better ourselves is by having a learning culture at all levels and in all settings of the Trust, accepting that we can and will always need to improve. Our mission statement is that:
 - 1.2.1. Our learners and their families are at the centre of what we do;** empowered to learn and achieve; valued within our and their communities as visible, resilient, active and responsible citizens.
 - 1.2.2. Our employees and partners are passionate about being the best that they can be;** providing opportunities for enriched learning and pathways to employment and independence.
 - 1.2.3. Our Trust is relentlessly focused on improvement;** it values and celebrates success and builds partnerships to develop personalised provision with and for those we serve.
- 1.3.** Every School in Mercian Educational Trust has the commitment that it can and should be its own, unique setting. Schools will have consistency and conformity where it positively impacts upon collaborative learning and progress. However this will be contrasted with encouragement to be innovative and unique to continually develop standards within individual schools and throughout the trust.
- 1.4.** Each school shares a relentless focus on personalised planning and having the highest aspirations for what pupils can achieve. This core value of being child-centred is an intrinsic part of every schools DNA, and is the minimum standard expected of all employees of the Trust.
- 1.5.** Whether the Trust has 3 schools or 30, MET will always need to be outward looking and open to new partnerships. Locally, the Partnership In Malvern Schools (PIMS) – is a valued partnership and avenue for school development. We will continue to work with PIMS to evolve our approach to school improvement, draw on the expertise of others and widen our networks.
- 1.6.** Ofsted –By seeking to learn from settings judged to be “Good” or “Outstanding” as well as from guidance and case studies by Ofsted, we hope to utilise best practice and new innovations to reinvent our schools and trust for the challenges of tomorrow.

2. The “big five” performance indicators of a successful Trust

- 2.1.** Every MET school has a self-evaluation and school improvement plan, that provide detailed information including:
- 🏆 School profile
 - 🏆 School Evaluative judgements
 - 🏆 Improvement priorities to move the school forward.
 - 🏆 Plans are consistent in layout throughout the trust to enable collaborative work and scrutiny
- 2.2.** Delegated Governing Committees and Board of Directors ensure that there is a resolute drive towards improvement.
- 2.3.** The accepted norm for all schools in MET is that provision is **at least good** and is constantly moving forward to be better.
- 2.4.** At Trust level, the “big five” performance priorities will be applied to constantly review and challenge schools. The 5 performance indicators give us the clearest line-of-sight on the quality of teaching and learning in our schools.
- 2.5. The big 5 performance indicators**
- 🏆 All children are making at least expected progress
 - 🏆 More children are making above expected progress year on year
 - 🏆 100% of teaching over time is assessed as being at least “Good”
 - 🏆 Pupil attendance is in line with the national average or higher.
 - 🏆 All pupils can successful transition into their next phase of education.
- 2.6.** Using these criteria, we can determine whether we are being successful in improving the life chances of a pupil, helping them become the very best they can be. We believe that the 5 indicators will give a clear evaluation of the success of both the individual school and MET as an organisation.



3. The characteristics of a successful school

The following details outline the characteristics of a successful school, and the areas that we will focus on to ensure that our energies and efforts ensure we meet our aim to “educate highly achieving, independent, free thinking individuals able to engage in civic society.”

- 3.1.** The Ofsted framework gives structure to the regulatory inspection of schools in England and outlines the areas for assessment which inform how a school is judged. Whilst the importance of complying with Ofsted standards should never be understated, we believe that the best schools focus on the needs of their children and young people first and foremost.
- 3.2.** In developing high quality, purposeful provision, our aim is for school improvement across MET to be **relentless in its pursuit of ever improving outcomes for all our children**, aligned to our big 5 performance indicators. This cannot be achieved without the following characteristics:
- 🔥 **Inspirational leadership and management;**
 - 🔥 **The highest quality teaching;**
 - 🔥 **Expert use of assessment in all its forms**
 - 🔥 **Safe and happy schools;**
- 3.3.** These are the four areas in which the Trust will frame its School Improvement work programme, linked to the individual SEFs and SIPs of each school.
- 3.4.** For any improvement action, the Trust has adopted a school improvement model of self-assessment and improvement that is akin to best practice models for any commissioning activity, with four key stages:



- 3.5.** The next section of this document details the actions which will flow from this strategy to ensure each characteristic is being nurtured and developed in all schools, outlining “what” we plan to do; “how” we plan to do it; and the “why” this action will help us achieve our vision of children in our schools become the best they can be.
- 3.6.** Risks to the success and improvement of each school form the basis of the action in each school improvement plan, framed by the Ofsted inspection areas. Each planned action is costed to ensure that financial considerations have been made.
- 3.7.** MET has a risk register which is informed by individual school risks as well as those applicable only to the central Trust, and mitigating action is a key component of the MET risk management policy. The, risks associated with school improvement is a key component of the Trust’s risk register.

4. Realising our potential – planning into action

The following pages outline MET’s intended actions in order to reach its aims



Leadership is an essential characteristic of any excellent organisation. At its best, it is an inspiration to staff; service users; partners; and stakeholders. However, charismatic and inspirational leadership does not exist in the absence of management. Excellent management enables inspirational leadership.

1. Inspirational Leadership & Management

What we will achieve	How we will do it	Why it is important
<p>a. We will evidence a systematic approach to developing inspirational L&M at all levels within and across academies</p>	<ul style="list-style-type: none"> • we will ensure we apply, consistent systematic planning and ambitious target setting in all our school improvement plans • We will ensure the impact of all actions we take are fully evaluated leading to evidence-based judgements on their effectiveness 	<ul style="list-style-type: none"> • Improvement activities will generate evidence that will allow us to make reliable and validated judgements regarding the quality of our provision and the impact it has upon pupils
<p>b. We will share best practice across our leadership tiers and create a community of aspiration across the Trust</p>	<ul style="list-style-type: none"> • We will enable regular opportunities for school middle and senior leaders, where we will share best practice and emergent thinking • We will deploy middle and senior leaders as SLE's and peer support advisors in areas of expertise across the Trust. • We will use connections within the region to bring in middle and senior leaders from other settings to help develop our knowledge and skills. 	<ul style="list-style-type: none"> • Leaders will systemically connect with other settings and have their thinking challenged and redefined by peers from other settings. • Leaders will be open to new thinking and a sense of being part of a wider community, enabling innovation and shared learning, to the betterment of teaching and learning in each setting.
<p>c. All leaders will be competent and confident to provide outstanding school leadership.</p>	<ul style="list-style-type: none"> • All middle leaders will complete NPQML or similar leadership programme. • All senior leaders will complete NPQSL or similar leadership programme. • Senior leaders trained as OFSTED inspectors & NLE 	<ul style="list-style-type: none"> • Middle leaders and senior leaders will be well trained and accredited in the latest theory and practice of excellent leadership, bringing this expertise into their practice and the school environment.
<p>d. All staff will be subject to a consistent performance management cycle that links into the school improvement plan.</p>	<ul style="list-style-type: none"> • We will develop a Trust performance management framework that ensures all employed staff are set challenging targets for the realisation of the schools' improvement priorities. 	<ul style="list-style-type: none"> • The school improvement plan is informed by accurate self-evaluation on the effectiveness of teaching and learning across the school and the outcomes they achieve. • All staff having performance management targets linked to the delivery of the school improvement plan ensures that school resources are focused on improvement activity.
<p>e. Directors & Governors will increase their expertise and</p>	<ul style="list-style-type: none"> • We will undertake an annual analysis of governor & director skills and training needs 	<ul style="list-style-type: none"> • Effective governance is an essential component of any good or outstanding school. It ensures senior leaders are routinely



1. Inspirational Leadership & Management

What we will achieve	How we will do it	Why it is important
<p>effectively hold school leaders to account</p>	<ul style="list-style-type: none"> ✿ We will deploy learning and development activities to support increased competence, drawing on internal expertise and links within the region ✿ We will develop a work programme for governance which connects into the School Improvement Plan and has an identified “link” senior leader to provide support and advice. ✿ We will bring governors together from across the Trust to learn from best practice and share ideas. ✿ We will recruit new governors to fill identified skills gaps and add value to the work of the Board & DGC. ✿ We will develop a corporate governance development plan for the Board. 	<p>challenged to do more by governors who know the school and use a variety of means to understand how the school is enabling improved outcomes for children and families.</p>
<p>f. The Trust ensures excellent financial controls and that all decisions are resource minded.</p>	<ul style="list-style-type: none"> ✿ The Trust Finance Officer, Headteachers and School Business Managers will ensure that there is a clear financial plan in place which accurately reflects the budget for the school year. ✿ The Trust Finance Officer and School Business Manager will ensure there is a detailed 3 year medium-term financial strategy in place for each school ✿ Activity linked to the school improvement plan is fully costed and included in financial reporting. 	<ul style="list-style-type: none"> ✿ Financial viability and sustainability are key underpinnings of any organisation. A school cannot determine its resource allocation now and in future years if it doesn't have a strong grip on its current and planned expenditure. ✿ Strong financial awareness and planning allows school improvement activities for pupils to have desired impact and success
<p>g. Policies and procedures will meet statutory requirements and evolve to reflect emergent best practice and lessons learned.</p>	<ul style="list-style-type: none"> ✿ The Trust will have a robust policy and procedure library that is subject to regular review. ✿ Each school will have local policies and procedures that reflect the needs of that specific setting. ✿ We use near misses; complaints; staff surveys and pupil voice to review and refresh our policies and procedures and ensure they are continually fit for purpose. ✿ People managers will understand when and how to use policy and procedure to enable improvement. 	<ul style="list-style-type: none"> ✿ Staff, pupils and parents/carers must have trust in the actions of leaders and faith in the systems and processes that govern the way an organisation runs. ✿ Clearly articulated, fit-for-purpose policies and procedures eliminate/ reduce risk and develop openness and transparency with stakeholders ✿ Procedures for addressing conflict must be open and clear to ensure resolutions are reached quickly and appropriately.



1. Inspirational Leadership & Management

What we will achieve	How we will do it	Why it is important
h. Self-evaluation will be based on clear evidence and impact on pupils. Improvement planning will be of the highest ambition.	<ul style="list-style-type: none">• Leaders across the Trust will provide peer review and challenge of self-evaluation and improvement plans.• We will establish a network of external “audit” partners from good and/or outstanding schools to test our capacity to self-assess and plan stretching improvement targets.	<ul style="list-style-type: none">• Using peer review and external audit for self evaluation will ensure accuracy in judgements• Ambitious outcomes, based on accurate evidence, will ensure that school improvement plans, increase the potential for improved outcomes for pupils.



The core business of all our schools is teaching and learning, including high quality professional development. Every colleague is involved in enabling learning and we will systematically help each other to be the very best that we can be.

2. The highest quality teaching		
What we will achieve	How we will do it	Why it is important
<p>a. Staff will participate in enquiry based learning in order to accelerate improvement.</p>	<ul style="list-style-type: none"> We will facilitate teachers to learn with and from each other, utilising research, enquiry and professional practice, regarding what impacts upon pupil learning and progress. Best Practice and outcomes from enquiry based learning used to support improvement priorities across all schools. 	<ul style="list-style-type: none"> Teachers should be viewed as continuing learners, using research & enquiry for professional development. Peer collaboration increased impact on learners Research enquiry becomes a driver for school improvement through the improvement cycle system.
<p>b. All schools will be involved in shared peer review, moderation and Quality Assurance.</p>	<ul style="list-style-type: none"> Leaders will be tasked to undertake strategic review across the MAT in focused areas linked to 'common themes' taken from each School's Improvement Plan. School-2-School quality assurance enables staff to challenge and support judgements within school self-evaluations 	<ul style="list-style-type: none"> Leaders develop a shared approach and formal model to scrutinise practice and progress across all schools. External reviews for each academy quality assure any judgements made and triangulate evidence to ensure accuracy, reliability and validity.
<p>c. We will deploy expertise strategically.</p>	<ul style="list-style-type: none"> Utilising performance management and through robust systems of monitoring quality of teaching and learning, we will identify staff strengths and expertise. We will broaden the leadership experience of emerging leaders and excellent practitioners to share expertise. We will share expertise and good practice 	<ul style="list-style-type: none"> The range of Leadership experience is broadened for aspirant teachers thus supporting succession planning, professional development and retention. The deployment of staff across multiple schools enriches strength in teaching and leadership. Specific challenges or issues can be quickly addressed, practice shared and outcomes improved.
<p>d. We will seek and utilise best practice within and outside of the Trust to secure improvement in teaching and learning.</p>	<ul style="list-style-type: none"> We will develop and offer personalised professional support to teachers through discussion about their practice through a system of supervision and collaborative coaching. 	<ul style="list-style-type: none"> Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners. As such they are more aware of themselves and their capacities as teachers. Staff develop heightened metacognitive skills of planning, monitoring and refining, all of which ensure that teaching quality keeps improving.



2. The highest quality teaching

What we will achieve	How we will do it	Why it is important
e. We will develop independence, pupil voice and influence.	<ul style="list-style-type: none"> Pupil attitudes to learning and contributions to evaluation will be enhanced through opportunity and feedback We will give pupil voice a high profile and facilitate its' influence upon the work of the schools. 	<ul style="list-style-type: none"> Pupils and adults working together as partners to ensure that their school provides the best possible learning environment for all. We want all our pupils to have strong and influential voices and have the confidence and ability to make good choices and decisions.

To enable effective learning and teaching within schools teachers and leaders need a strong and accurate understanding of starting points and actions required to make progress and impact upon individual pupils. Schools are a wealth of information sources and effective use of information is essential.

3. Expert use of assessment in all its forms

What we will achieve	How we will do it	Why it is important
a. We will know our schools well quantitatively	<ul style="list-style-type: none"> MET will adopt a culture of high expectations using benchmarking and set demanding targets. We will establish a data dashboard which enables the MET to evolve a standard core data set. We will agree consistent use of assessment packages 	<ul style="list-style-type: none"> Improvement activities will generate evidence that will allow us to make reliable and validated judgements regarding the quality of our provision and the impact it has upon pupils All academies will be able to engage in productive discussion and evaluation due to the same use of assessment 'language'
b. All pupils will have a personalised approach to learning that enables their progression to the next stage of their learning.	<ul style="list-style-type: none"> Assessment use that is accurate, robust and effective Teaching staff and School Leaders will quickly identify barriers to learning and address these through personalisation to Quality First Teaching or timely intervention. Increasing skills and abilities of staff to provide effective personalised learning. 	<ul style="list-style-type: none"> Pupil Progress should not be inhibited by barriers to learning. These should be identified quickly so that all time is utilised for progressive learning. Teachers need to be confident and supported to change the way they teach and leaders skilled in 'real time' triangulation of evidence to identify barriers.



3. Expert use of assessment in all its forms

What we will achieve	How we will do it	Why it is important
d. All schools will be involved in shared peer review, moderation and Quality Assurance.	<ul style="list-style-type: none"> Leaders will be tasked to undertake strategic review across the MAT in focused areas linked to 'common themes' taken from each School's Improvement Plan. School-2-School quality assurance enables staff to challenge and support judgements within school self-evaluations 	<ul style="list-style-type: none"> Leaders develop a shared approach and formal model to scrutinise practice and progress across all schools. External reviews for each academy quality assure any judgements made and triangulate evidence to ensure accuracy, reliability and validity.
e. Parents and carers and stakeholders have a strong voice and influence the work of the school.	<ul style="list-style-type: none"> We will actively seek parental and stakeholder views regarding the work of our schools and the Trust. We will utilise a range of tools to access these views including face-face, questionnaires, on-line surveys. We will ensure that these views are collated, analysed and reported. This will then inform School Improvement Planning. 	<ul style="list-style-type: none"> Parents, carers and families are by far the most important influences in a child's life. Their support can play a vital role at all stages of education and make a significant contribution to accelerate progress and improve achievement. The positive involvement of stakeholders can help promote a learning community in which children and young people have access to the resource they need to support their education, health and wellbeing.

Every professional working with children has the capacity and responsibility to safeguard them from harm, so that worse case scenarios can be avoided. However, safety should not come at the cost of happiness, and we place equal measure on the safety and happiness of all our pupils.

4. Safe and happy schools

What we will achieve	How we will do it	Why it is important
a. Safeguarding practices will be compliant with statutory requirements	<ul style="list-style-type: none"> All schools will have a Designated Safeguarding Lead and Designated Deputy, both of whom undertake regular safeguarding training to meet expected levels of qualification and knowledge. All schools will nominate a governor to act as safeguarding link for DGC All schools will annually review their Safeguarding routines and incorporate findings into SIP action plan 	<ul style="list-style-type: none"> It is the legal duty of all schools to ensure that children are safe from harm. If children do not feel safe, they will not enjoy and achieve in their education. Schools have a moral duty to each and every child to ensure they are kept safe from harm and abuse at all times.



4. Safe and happy schools

What we will achieve	How we will do it	Why it is important
	<ul style="list-style-type: none"> ✿ DSL will routinely measure compliance and plan/take action to improve practice. ✿ Spot checks of the Single Central Record will be undertaken termly. 	
<p>b. Children attend school regularly and attendance (including persistent absence) is benchmarked against similar schools nationally.</p>	<ul style="list-style-type: none"> ✿ Develop a Trust Attendance Policy which is adhered to by all schools. ✿ Develop and implement a framework for addressing persistent absence. ✿ Effective use of MET EWO service to support and challenge families with low attendance ✿ We will ensure that all staff understand their role in supporting and promoting excellent school attendance including their responsibility to set a good example in matters relating to their own attendance and punctuality. 	<ul style="list-style-type: none"> ✿ Providing an education of the highest quality for all our students and recognises this can only be achieved by supporting and promoting excellent school attendance for all. ✿ Only by attending school regularly and punctually will children and young people be able to take full advantage of the educational opportunities available to them. ✿ Good progress and attainment depends on good attendance.
<p>c. Behavioural issues are addressed quickly and effectively</p>	<ul style="list-style-type: none"> ✿ We will promote a positive and enquiring approach to understanding behaviour and its' function and causal factors. ✿ We will share best practice across the MAT and develop areas of staff expertise. ✿ We will use shared recording systems and information analytically to measure the impact of interventions, approaches and plans upon outcomes. 	<ul style="list-style-type: none"> ✿ Behaviours which challenge and escalate present significant risks to the child and their life chances, family cohesion and the work of the school. ✿ We need to look beyond the behaviour, understand what the behaviour is communicating and then provide appropriate person centred, holistic support to enable individuals to achieve their full potential.
<p>d. The whole school celebrates achievements and learns from mistakes</p>	<ul style="list-style-type: none"> ✿ To hold activities where parents and stakeholders are able to celebrate with the school. ✿ To promote positive features through social media ✿ To celebrate achievements in all forms of learning through celebration events in all schools within the MAT. ✿ To ensure we provide time and recognise the importance of reflection 	<ul style="list-style-type: none"> ✿ Celebrating learning provides an opportunity for schools and families to connect with each other and to their community. ✿ Celebration events serve as a platform for communicating the importance of our enhanced and rich curriculum and to showcase the outstanding achievements of our children and staff. ✿ Reflecting upon our work enables us to learn, question and improve.



Appendix A 10 ways effective academy trusts lead school improvement

Evaluative Statement	Current Position	Actions for Improvement
<p>1. Develop a clear trust-wide school improvement model from the outset, so that schools are clear about expectations of them and also what they can expect in terms of support from the trust. It also ensures trust leaders have a consistent view of the best way to improve standards. It is important that they do not pull in different directions or prioritise different things.</p>	<p>Exec Headteacher model in place for Hubs</p> <p>New Schools to join established hub for support / evaluation period.</p> <p>NLE provision for schools</p>	<p>Produce promotion material for schools expressing an interest in joining MET</p>
<p>2. Keep your approach simple. Focus above all on making teaching as good as it can be. This should be the focus of your school leaders' time too, so try to free this up, by centralising administrative, finance and HR functions where/when appropriate.</p>	<p>Head of School – Primary Focus on standards and raising outcomes</p> <p>Exec Headteacher – Provides opportunities for school to school work, evaluation and action planning</p> <p>Trust Finance Officer – Relieve pressure of budget monitoring</p> <p>Chief Exec – Ensure effective governance, reduce burdens on school staff by providing central / collaborative services.</p>	<p>Teaching Improvement Leads identified in each hub</p>
<p>3. Use data to hold leaders to account for performance. Reduce unnecessary burdens on leaders and teachers by streamlining information management processes.</p>	<p>Consistent use of assessment package – SPTO</p>	<p>Ensure that workflow of data is efficient and purposeful – Reducing repetition for HoS and creating 'same language' at all levels</p>
<p>4. Standardise the approach to using information and external quality assurance across your schools. This enables the trust's board to be given consistent information so that they can quickly see and make comparisons of the performance of each school, both as a whole and in particular areas (such as the impact of pupil premium funding). It is also easier to identify areas of strengths and weakness within individual</p>	<p>EHT introduced clear and consistent SEF & SIP for both MET schools Sept 18</p> <p>New CEO report introduced Jan 18</p> <p>Scheme of Delegation – Reviewed and amended Feb 18</p>	<p>Exec Leadership to agree reporting formats, meeting schedules etc</p> <p>Form Coordinators working parties – Start with Core, SENDCo & PPCo</p> <p>Remove L&T Sub Committee</p> <p>Standardise: Sub Committee</p>



schools and, therefore, where schools can support each other.		DGC Agendas Head of School Reports to DGC
5. Scrutinise the difference in performance and work with leaders across the trust to interrogate the causes and potential solutions. Do not assume that there is a simple solution or only one way to resolve the issue	EHT & HoS evaluate together Jan 18 – joint moderation commenced using HoS	Increase opportunities and quality of joint moderation – Coordinators / Year Groups When growth occurs – EHT joint working parties across hubs
6. Expect that every school will be both a giver and receiver of support. There are pockets of strong practice in weak schools and vice versa.	EHT evaluations have highlighted cross pollination opportunities and implemented plans to share	Further develop, widen identifying staff – e.g. HoS, Coordinators
7. Recognise that you will need to give different schools different levels of support and the same school will need different levels of support at different times – some trusts describe this as 'tighten to improve, loosen to be great'.	EHT has identified areas of support required for SP & GM GM – Awareness of good teaching and ways to develop SP – Day to day operation	EHT to modify support time and personnel deployment according to need.
8. Collaboration is most effective when teachers work together regularly rather than just discussing ideas. Make sure this happens through things like peer review. As your trust grows, consider the creation of subject or specialism (e.g. SENCO) hub leads across a cluster of schools.	EHT	When growth occurs – SENDCo across cluster of schools Small Schools – Shared coordination Joint staff across schools – Subject Specialism
9. Make sure every member of staff has a personalised and bespoke development plan, irrespective of whether they are a senior or middle leader, a classroom teacher or fulfil another role. In a larger MAT, you can plot clearer career paths through your trust which will help to attract, retain and support the improvement of high quality teachers.	September 17 – EHT introduced consistent Appraisal procedure across both schools	Highlight CPD opportunities within the trust. Develop 'career path' CPD
10. Learn from strengths and experience of other trusts and support those who want to learn from you. As your trust grows you will have more capacity to support wider system improvement.	EHT & CEO have developed good links with other trusts and share ideas and resources E.g. – MET host School Direct student from Rivers Trust	Met to become more of a giver of support

