



SCHOOL IMPROVEMENT OFFER 2025/26



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**Inspiring Primaries
Academy Trust**

Inspiring all to flourish and succeed

Principles of our offer

Adding genuine value

The IPAT school improvement offer is not a box-ticking exercise. It must add real value to our schools and impact the quality of education our pupils receive. Through collaboration, we can offer a school improvement programme able to provide opportunities and drive rapid change that would be impossible if working in isolation.

Every school requires improvement

We believe that every school, no matter how strong their performance or their current OFSTED judgement, can improve further and should strive to do so. Our school improvement offer aims to go further than simply securing a favourable OFSTED judgement, it is about ensuring that each school is a remarkable asset to their community and their pupils receive an excellent experience.

Every pupil matters equally

There is a moral imperative that every pupil attending an IPAT school receives an excellent education, and therefore, our school improvement offer is designed to drive rapid, sustainable improvement.

We recognise that the level of support schools require is not uniform, so support is strategically deployed to ensure every school has the capacity to continue to improve and those in most need are able to secure the necessary improvements to provide the quality of education that our pupils deserve.

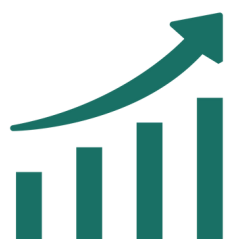
We also recognise that the level of support schools require can change quickly, particularly in small schools, so the school improvement offer is flexible and responsive to need.

Every member of staff has a responsibility for every pupil in the trust

The capacity to deliver our school improvement offer comes from a combination of the central school improvement team and school-to-school support. Staff are expected to support wider improvements through collaboration and contribution to networks, and leaders are expected to dedicate time to supporting school improvement activities in other schools.

Tiers of Support

Our tiered school improvement model is based on Sir David Carter's four-stage model. This ensures that capacity is delivered where it is most needed. Reviews, visits, data analysis, and open conversations with leaders allow for an accurate diagnosis of where schools are on their school improvement journey and determine the tier of support required.



Tier 1 - Sustain

These schools receive the core support offer outlined on page 4-10.



Tier 2 - Improve

These schools receive the core support offer outlined on pages 4-10, with additional reviews and support and development visits to address key priorities.



Tier 3 - Repair

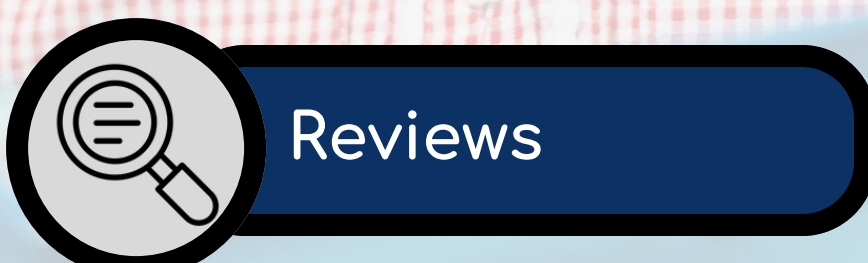
These schools receive the core support offer outlined on pages 4-10, with a further enhanced programme of support and development and regular Team Around the School (TAS) to support school leadership to embed improvements.



Tier 4 - Stabilise

These schools receive an intensive bespoke package to rapidly build the capacity to accept support and develop a culture where improvement can take root. Additional leadership capacity may be seconded to the school to assist leaders in increasing the pace of improvement.

School Improvement Offer 25/26



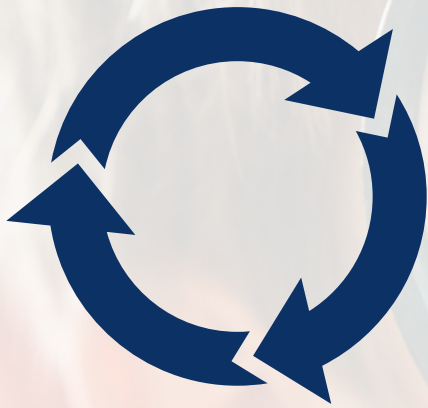


Leadership

Line management

Each school leader receives a fortnightly line management meeting with a school improvement lead. The focus of these meetings is to challenge and support, and reduce the feeling of isolation.

Leadership support



Regular Leaders briefings

Sharing key messages and updates on developments locally and nationally.

Half-termly Leaders Conferences

Five dedicated leadership development days designed to provide leaders with high-quality professional development. These days also provide space to engage in collaborative strategic thinking and planning, empowering them to lead with impact utilising evidence informed approaches.

Keeping in Touch Forum

Approximately once a month, a meeting is held to support school leaders. These meetings bring together the strategic leads in school improvement, estates, human resources, and finance. They provide a platform for school leaders to share upcoming challenges and ensure that the right people are present to help address these issues.

New to leadership mentoring

All new leaders receive an enhanced package of support in addition to their entitlement to fortnightly line management meetings to help them adjust to the role and be effective in driving standards.

Collaborative planning

Leaders engage in collaborative planning sessions on a termly basis, facilitated by the school improvement team. These sessions serve as a platform for leaders to exchange ideas, co-create strategic plans, and leverage collective expertise, thereby minimising redundant efforts and ensuring that strategies are grounded in rigorous research.



IPAT Networks

Subject and leadership networks take place on a rolling cycle throughout the year. They bring together colleagues with similar responsibilities from across the trust to collaborate and support one another. Networks ensure that subject leads and those with additional responsibilities are kept abreast of developments and collectively refine and hone curriculum implementation within every school in the trust. Subject leader networks allow subject leads to benchmark and moderate pupil outcomes and evaluate the impact of the curriculum.

Networks include:

- Church schools
- EYFS leads
- SENDCo
- Early reading leads - Sounds-Write, Read Write Inc
- RE leads
- Subject leads
- Attendance leads
- ELSA
- Leadership



Professional Development

Improving the quality of teaching and learning in classrooms, day in and day out, is paramount if our schools are to continue improving. All staff across the trust access high-quality professional development built on the mechanisms recommended by the EEF.

5x

Professional development sessions for all teachers and classroom-based staff, with a particular focus on enabling pupils with additional needs to succeed in our classrooms.

5x

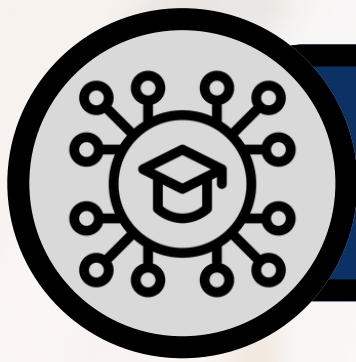
Professional development sessions for teachers and HLTAs embedding evidence-informed strategies to further develop curriculum implementation.

2x

Trust INSET days to bring ALL Trust staff together as a ONE team striving for our schools to be the very best that they can be.

Level 3 SEND Teaching Assistant Qualification

Classroom support staff can gain a level 3 SEND Teaching Assistant qualification through our partnership with a national training provider. The programme upskills and motivates staff, ultimately equipping them to meet pupils' specific needs. The programme is managed centrally to ensure capacity is maintained in schools. Successive cohorts begin the 15-month qualification each term.



Curriculum

Through our partnership with Unity Schools Partnership, all schools within the trust have access to our aligned curriculum. This ensures that every pupil within our group of schools has access to an ambitious and expertly sequenced curriculum. School leaders are able to adopt specific subjects or the whole curriculum to strengthen the curriculum offer.

As part of the enhanced school improvement offer, experienced curriculum leaders are deployed to specific schools to support curriculum implementation and planning for transition to the aligned curriculum.

Each school accesses an annual curriculum review to quality assure the curriculum and support leaders to plan further development to maximise the impact of the curriculum and ensure that the pupils' lived experience matches our ambitious intent.

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Alongside the IPAT network groups, curriculum leaders are also able to access the CUSP subject network groups putting them in direct contact with curriculum authors and subject experts from across the UK and beyond.



Reviews

All schools receive a core entitlement of 6 “T-reviews”. These are calendared to take place approximately once every half term. Each T-review has a specific focus aligned with the key improvement objectives of specific schools. They offer external quality assurance of a particular area of provision and always involve schools leaders in action planning to continue to drive forward standards. It is normal practice for a leader from another school to join the review team to triangulate evidence and share good practice.

Autumn

T1

Classroom/school based. Focus on specific area

T2

Office based. Review of data/documents

Spring

T3

Classroom/school based. Focus on specific area

T4

Classroom/school based. Focus on specific area

Summer

T5

Classroom/school based. Focus on specific area

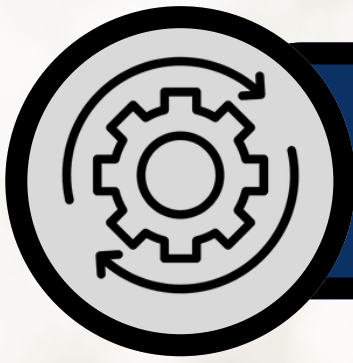
T6

Office based. Review of data. Includes LGB representatives

Reviews include;

- Church school vision
- Teaching and learning
- Curriculum
- Behaviour and attitudes
- Safeguarding
- Inclusion

Schools in tier 3 (repair) and 4 (stabilise) receive further reviews beyond the base offer to allow prioritisation of school improvement activities, ensuring the right actions are identified to drive rapid improvements.



Support & Development

Focussed support and development

Each school receives at least termly support and development visits to support school leaders to drive improvement in key areas. Usually the focus of these visits will be determined in partnership with school leaders using data, outcome of reviews and discussion points from line management meetings.

School to school support

In line with our core value of "inspiring collaboration," we firmly believe that every leader within the trust bears a responsibility for every pupil in our trust. To uphold this commitment, all leaders are encouraged to dedicate two days annually to actively support and develop another school within the trust in a particular area. This initiative not only enriches the receiving school but also enhances the giving school, fostering mutual benefits and strengthening our collective educational mission. Deployment of school to school support is overseen by the central school improvement team.

Instructional coaching

Instructional coaches are deployed in schools to provide bespoke support for teachers and groups of teachers at all career stages. This is closely linked to the professional development package, which supports teachers in embedding evidence-informed strategies in the classroom. This additional coaching offer supplements the current capacity for coaching in schools.



JOHN WYCLIFFE
PRIMARY SCHOOL



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Academy Trust

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