Bishop Chadwick
Catholic Education Trust

Supporting Our Schools to Excel
2024/2026

Supporting schools to excel

"As a family of schools inspired by Christ, we aim to enable each individual to fulfill their God given potential. Excellence for everyone through learning, respect and partnership is at the heart of our Trust."
BCCET Vision

At Bishop Chadwick Catholic Education Trust, we acknowledge the importance of collaboration in fostering positive change and continuous improvement within our school community. By working together, we aim to enhance educational outcomes, promote pupil well-being, and create an environment that nurtures academic and personal growth.

Our collaborative efforts will focus on the following key areas:

1. **Curriculum development:** We will work together to review and revise curriculum standards to ensure cross phase continuity, alignment with educational goals and adherence to best practices.
2. **Professional development:** We commit to providing ongoing professional development opportunities that support teachers and staff in implementing innovative teaching strategies and staying updated with current educational trends.
3. **Commitment to all pupils**: We will collaborate to enhance support services for all pupils including academic advising, counselling, and extracurricular activities that promote holistic development.
4. **Resource allocation**: We will work with colleagues to optimise resource allocation, ensuring that funds, technology, and facilities are applied effectively to support teaching and learning. In doing so, we recognise the importance of considering the unique context of each school and setting.
5. **Data-informed decision making:** We commit to using data effectively to assess pupil progress, identify areas for improvement, and make informed decisions that benefit our school communities.

Through collective effort, synergy creation and functional excellence, we believe we can create a learning environment that empowers all pupils and staff to achieve their full potential.
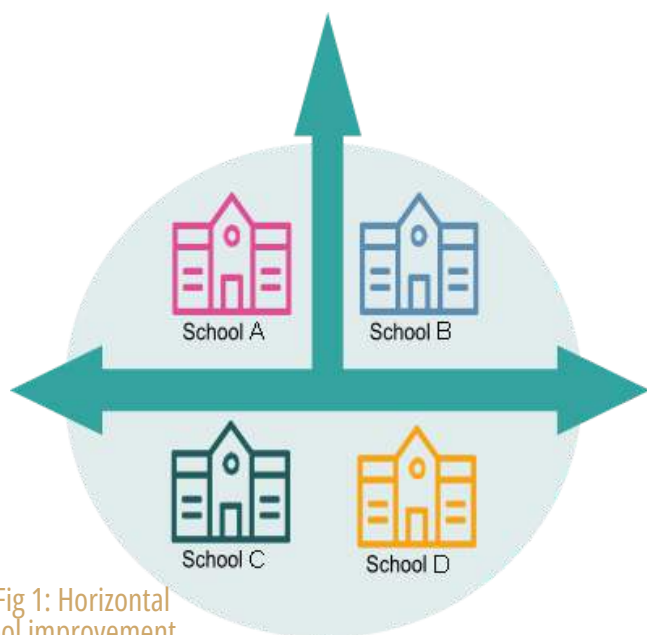

Fig 1: Horizontal school improvement

Our Trust model of school improvement provides a common framework that cultivates high standards and a commitment to continuous improvement that ensures every school is a place where students thrive academically, socially, and emotionally, preparing them for a successful future.

Through effective collaboration we will identify the most value-generating, evidence based strategies, which will support Leaders to drive transformational change.

It is essential that improvement activity works in two dimensions: within individual schools, vertically, or across all schools within our Trust, horizontally (see Fig.1). This brings into sharper focus the additional value of our Trust wide collaboration.

Our Trust School Improvement Model is structured as a triple helix (see Fig.2) consisting of three strands:

- **Curate clear goals**
  Defining clear purposes, strategies & goals so all our schools know what they are aiming for and how they plan to get there.
- **Build capability & capacity**
  Shaping the people, culture & capacity within Bishop Chadwick Catholic Education Trust, in order to create the conditions for sustainable improvement.
- **Implement improvement initiatives**
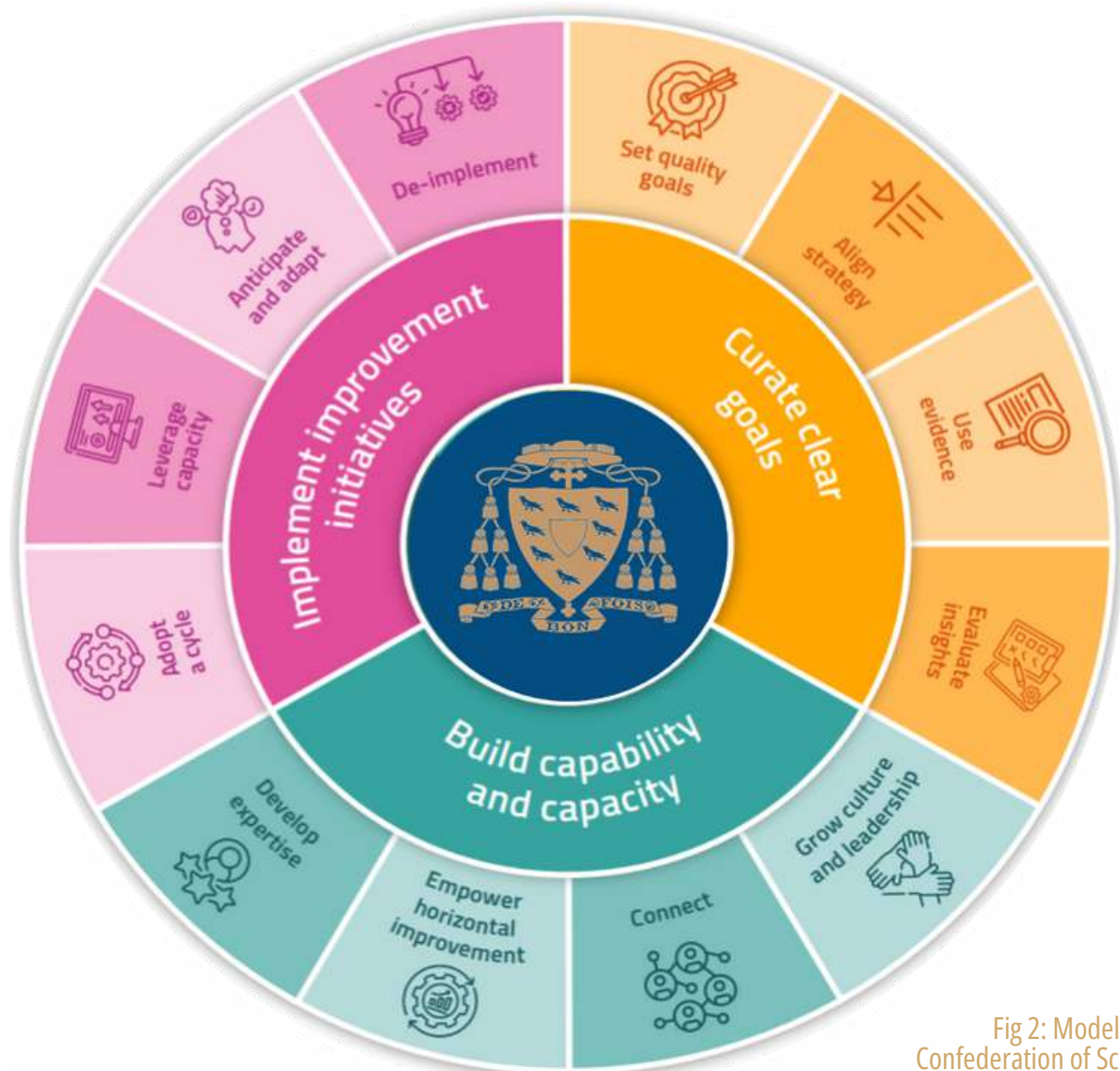 Ongoing process of implementing improvement, rehearsing and refining as plans are embedded.

Fig 2: Model courtesy of Confederation of Schools Trust.

Overall, the relationship between our trust schools and school improvement is dynamic and multi-faceted, requiring collaboration, strategic planning, data-driven decisions, and a commitment to fostering a supportive environment that nurtures the academic and personal growth of all pupils and staff.

Supporting schools to excel

Curate clear goals

COMPONENT		MORE DETAIL
	SET CLEAR GOALS	Define the quality the trust is aiming for, and the specific goals needed to achieve this.
	ALIGN STRATEGY	Ensure alignment between school improvement objectives and wider trust strategy.
	USE EVIDENCE	Use evidence to identify the actions most likely to build momentum in the desired direction.
	EVALUATE INSIGHTS	Use quality evaluative tools to understand the performance of schools and the trust.

Build capability and capacity

COMPONENT		MORE DETAIL
	DEVELOP EXPERTISE	Put expertise and professional learning at the heart of improvement.
	EMPOWER HORIZONTAL MOVEMENT	Improve practice across a group of schools simultaneously, rather than just 'one school at a time'.
	CONNECT	Build connections across the organisation
	GROW CULTURE AND LEADERSHIP	Establish a culture where leadership and teaching can flourish.

Supporting schools to excel

Implement improvement initiaves	
COMPONENT	**MORE DETAIL**
ADOPT A CYCLE	Use implementation process: Explore, Prepare, Deliver, Sustain.
LEVERAGE CAPACITY	Match improvement initiatives with capacity to deliver.
ANTICIPATE AND ADAPT	Know what's likely to cause failure and how you will spot it. Learning from it and adapting.
DE-IMPLEMENT	De-implement initiatives that are not effective, or less effective than alternative options.

Shaped by these key components we aim to ensure the support offer to BCCET schools empowers and equips our school leaders and staff with the knowledge, character virtues, and professional skills required to drive continuous improvement.

Supporting schools to excel

At Bishop Chadwick Catholic Education Trust, we are strengthened by the power of collaboration available to us. We are committed to embracing a two dimensional (horizontal and vertical) school improvement model, implementing initiatives with purpose and care. The Education Endowment Foundation promotes that implementation is fundamentally a collaborative and social process driven by how people think, behave, and interact. It shows that much can be achieved by improving how people work together during implementation and outlines three key behaviours to its success: Engage, Unite, Reflect.

ENGAGE

Engage people so they can shape what happens while also providing overall direction.

UNITE

Unite people around what is being implemented, how it will be implemented, and why it matters.

REFLECT

Reflect, monitor, and adapt to improve implementation.

These behaviours are at the heart of what drive effective implementation, so should feature across our trust's implementation actions and interactions. While the terms 'engage', 'unite' and 'reflect' may be familiar to schools – and sound like common sense – they can be difficult to get right. Just as we strive to ensure our pupils are active participants in their own learning, we too, are entirely committed to ensuring our schools are very much part of their own school improvement journey.

The relationship between our schools and school improvement is essential for fostering continuous growth, enhancing educational outcomes, and creating a supportive learning environment, for both staff and pupils.

Chief Standard Officers will support and challenge leaders to effectively evaluate the impact of decision making in each school; clearly defining strategic priorities that drive change. Together, we will embrace innovation, reflect on practices, and prioritise ongoing learning and growth. Celebrating achievements, learning from challenges, and maintaining a growth mindset will all contribute to our sustained improvement effort.

Where schools are demonstrating strong performance and secure capacity for further improvement, the process will include a discussion as to how they can share their expertise to benefit other schools across our Trust. While each of our schools is unique, the challenge, support and partnership that comes from working together will enable all of our schools to flourish and continue to develop as centres of excellence.

Our School Improvement Support Offer

Strategic Leadership *Focuses on enhancing the capacity of school leaders to drive and sustain continuous school improvement*	• Vision and Mission Alignment: Ensure that all school leaders understand and align with our Trust overarching vision, mission, and strategic goals. • Data-Informed Decision-Making: Provide training in the use of data and evidence to make strategic decisions, identify areas of need, and allocate resources effectively. • Leadership Competency Building: Enhance skills such as strategic planning, change management, stakeholder engagement, and instructional leadership. • Collaborative Problem Solving: Promote collaboration and sharing of best practices among leaders across BCCET, fostering a network of support and shared learning. • Sustainability and Capacity Building: Focus on sustainable leadership practices that build long-term capacity within the school, promoting resilience and adaptability. • Personalised Support and Coaching: Offer personalised mentoring, coaching, and feedback to help leaders reflect on their practice and grow professionally. • Executive Headteacher Board: focus on collaborative working, sharing best practice, review of standards and strategic Trust priorities, to allow continuous school improvement and ensure the highest quality of education for all pupils. • CEO/CSO headteacher meetings: Focus on wellbeing, operations including HR, finance, estates and governance.

Universal support
 	
Focuses on enhancing the overall school environment and promoting best practices.
	• Termly school standards team visit with CSO.
	• Review the impact of teaching initiatives to ensure effectiveness.
	• Reduce teacher workload and improve staff wellbeing by removing unnecessary tasks.
	• Headteacher appraisal and interim review of objectives.
	• Trust-wide strategic planning and data system to provide insight on where performance is stronger/weaker to inform strategy & deployment.
	• Trust wide collaboration and professional development e.g.,
	   ○ Termly EYFS network meetings.
	   ○ Primary Maths and English network meeting.
	   ○ Moderation from Y1-Y6.
	   ○ Floodlight and moderation form Y6 to KS3.
	• Professional dialogue to ensure curriculum alignment, student engagement, and data-driven decision making.
	• Central Team operations: Finance, Estates, People, Catering, IT and Governance.
	• Safeguarding support to create a safe and supportive learning environment through establishing robust safeguarding policies, practices, and procedures that prevent harm, address risks, and promote the welfare of children and young people.
	• Ethos, Catholic Life and Pastoral Support, including CSI support, as appropriate.
	• OFSTED preparation and visit support.
	• Support and upskill governance to ensure effective strategic challenge for leaders.

Bespoke Support *Addresses specific areas of concern that might hinder school performance*	• Focused coaching for teachers and leadership on addressing identified challenges. • Data analysis and data insights to identify root causes of performance issues and establishing with leaders key metrics and milestones to achieve success (action plans). • Professional Staff and Leadership development. • Evaluating & adapting curriculum plans. • Reviewing the impact of teaching initiatives to ensure effectiveness. • Monitoring and adjusting strategies to meet school-specific needs. • Pupil Premium Strategy and impact review.

Intensive support *Highly customised, hands-on support to address complex issues*	- One-on-one mentoring and coaching for school leaders. - Comprehensive needs assessments to identify underlying causes of underperformance. - Intensive professional development tailored to specific needs (e.g., classroom management, teaching and learning, strategic planning, student behaviour interventions). <u>Tier 1 schools share expertise to support and dive rapid change.</u> - Continuous monitoring and feedback loops to ensure progress and adjust strategies. - Allocation of additional resources such as specialised staff or intervention programs.
Transformative Support *Involves strategic interventions aimed at substantial changes in leadership, staffing, or instructional practices.*	- Development and implementation of a school improvement plan with Headteacher and Governors. - Implementation of new school models or systems to improve outcomes for all - Tier 1 schools/CSOs to share expertise to support and drive transformational change. - Deploying strengthened leadership with prior experience of school improvement where need is identified. - Staff restructuring and/or reallocation of staff if necessary. - Direct intervention by external support providers or agencies. - Intensive data tracking and outcome reporting.
Immediate Intervention *Problem-solving to stabilise the school environment*	- Emergency planning and crisis management. - Mobilisation of additional support personnel (counsellors, social workers, security). - Implementation of trauma-informed practices. - Collaboration with external agencies or organisations for rapid response.
SEND *Focus on providing high-quality, inclusive education and ensure the best possible outcomes and ambition for all students with SEND*	- Support leaders to bring to life a clear and shared strategic vision for inclusive education that aligns with the Trust overall goals and values. - Support the implementation of effective strategies and interventions that lead to improved educational, social, and emotional outcomes for students with SEND. - Ensure compliance with statutory requirements (e.g., the SEND Code of Practice) and adopting best practices in SEND provision. - Enable effective collaboration, co-creation and sharing of resources, expertise, and best practices among schools within our Trust to enhance the consistency and quality of SEND support. - Utilise data and evidence-based practices to identify areas of need, allocate resources effectively, and monitor the impact of interventions on student progress.

"Children are the priority. Change is the reality. Collaboration is the strategy."

Judith Billings

School Tiering

- The school's curriculum intent and implementation are embedded securely, consistently across the school and reflect the Trust Vision and Key Curriculum Principles. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.

- The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- Pupils' work across the curriculum is consistently of a high quality.

- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

- The school meets all the criteria for good in behaviour and attitudes securely and consistently.

- Behaviour and attitudes are exceptional.

- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences.

- Opportunities for pupils to develop their talents and interests are of exceptional quality.

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.

  - EYFS - Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.

  - Sixth Form -The work that sixth-form students do over time embodies consistently demanding curriculum goals. It matches the aims of the curriculum in being coherently planned and sequenced towards building sufficient knowledge and skills for future learning and destinations.

  - Outward facing; evidence based, looking to continuously improve.

Tier 2

School Self Evaluation indicates that the Quality of Education for all pupils is strong with clearly identified areas of development. Standards Team visit evidence supports this.

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed.

- The curriculum may undergo necessary changes and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum.

- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- Pupils study the full curriculum; it is not narrowed:
  - In primary schools, a broad range of subjects is taught in key stage 2.
  - In secondary schools, the school teaches a broad range of subjects Years 7 to 9. The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition where this applies, and good progress has been made towards this ambition.

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.

- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.

- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics.

- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.

- Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13.

- All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of section 42B of the Education Act 1997.

Tier 3

School Self Evaluation indicates that the Quality of Education for pupils has declined; specific areas of concern that might hinder school performance have been clearly identified by leaders. Standards Team visit evidence supports this.

- Leaders have not effectively ensured that curriculum planning is coherent and the progression across some subjects is unclear.

- Some subjects are not covered in sufficient depth, leading to gaps in pupils' knowledge and understanding.

- Leaders may not have effectively ensured that curriculum is adapted sufficiently well enough to meet the needs of different groups of learners, such as SEND, Disadvantaged or EAL pupils, resulting in disengagement or lack of challenge for pupils.

- There is variation in the quality of teaching across year groups or subjects, leading to inconsistent experiences for pupils.

- Evidence of weaker teaching strategies in key subjects like English and Mathematics, which are foundational for overall educational quality.

- Regular instances of low pupil engagement or disruptive behaviour that is not adequately managed are impacting the learning environment.

- Insufficient use of formative assessment to inform next steps in teaching, resulting in missed opportunities to address misconceptions.

- Over-reliance on summative assessments, which do not provide ongoing support for learning.

- Inconsistencies in feedback quality across different classes, leading to confusion and a lack of clarity on how pupils can improve.

- Data and observations indicate a decline in pupil outcomes. Pupils are not be making expected progress from their starting points.

- Persistent underachievement among specific groups (e.g. disadvantaged pupils, SEND pupils, or more able pupils), indicating gaps in provision and support. Expectations of them are low, and their needs are not accurately identified, assessed or met.

- Limited opportunities for teachers to engage in effective professional development or to improve their subject knowledge and pedagogy.

- Lack of training focused on identified areas of weakness, such as adaptation or behaviour management strategies.

- Pupils' attendance is a concern and does not compare favourably to national or local.

Tier 4:

School Self Evaluation indicates that the Quality of Education for all pupils requires significant and rapid improvement. Strategic interventions aimed at substantial changes in leadership, staffing, or instructional practices are required. Standards Team visit evidence supports this.
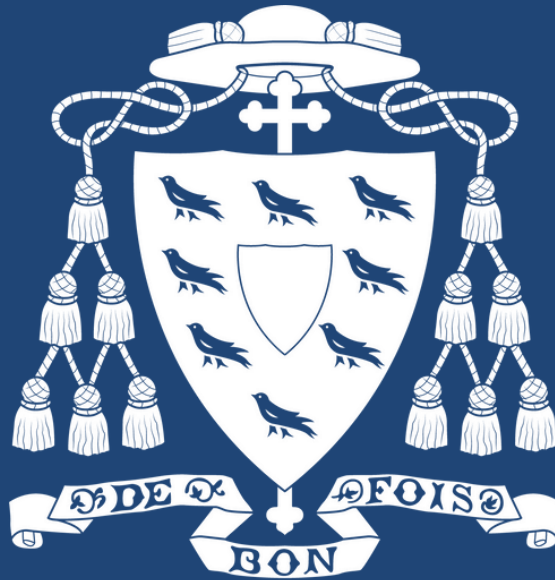
- Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline. They do not support staff adequately in managing behaviour.

- Pupils' lack of engagement and persistent low-level and/or high-level wilful disruption contribute to reduced learning and/or disorderly classrooms.

- A significant minority of pupils show a lack of respect for each other and/or staff and a lack of self-discipline. Pupils frequently ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.

- Pupils show negative attitudes towards the value of good manners and behaviour as important factors in school life, adult life and work.

- Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.

- A significant minority of pupils do not receive a wide, rich set of experiences.

- Leaders and those responsible for governance, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity in the school.

- Leaders and those responsible for governance are not protecting pupils from radicalisation and extremist views.

- Policy and practice are poor, which means that pupils are at risk.

- Leaders and those responsible for governance are actively undermining fundamental British values and are not protecting pupils from radicalisation and extremist views.

- Leaders are not doing enough to tackle weaknesses in the school.

- The improvements that leaders and those responsible for governance have made are unsustainable or have been implemented too slowly.

- The school is making ineffective or inappropriate use of alternative provision (including, for example, failing to ensure the suitability of a provision or not taking responsibility for their pupils who attend alternative provision).

  - EYFS - A poorly designed and implemented curriculum does not meet children's needs or provide the necessary foundations for the rest of their schooling.

- Leaders and/or staff have a poor understanding of the areas of learning they teach and the way in which young children learn.

- Assessment is overly burdensome. It is unhelpful in determining what children know, understand and can do.

- By the end of Reception, children cannot communicate, read or spell phonically decodable words as well as they should. They do not have basic fluency in number and shape, space and measure.

- Sixth Form: The design, coverage or teaching of the curriculum does not provide adequately for all students.

- The curriculum does not prepare students for the opportunities, responsibilities and experiences of life in modern Britain.

- Weak assessment practice means that teaching fails to meet students' needs.

- The attainment and progress of pupils are consistently low and show little or no improvement over time, indicating that students are underachieving considerably.

- Pupils do not develop or improve the English and mathematical skills they need to succeed in the next year or stage of education, or in training or employment.

Bishop Chadwick
Catholic Education Trust