



United Learning
The best in everyone™

PRIMARY SCHOOL IMPROVEMENT

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INTRODUCTION

We seek to improve the life chances of all the children we serve and make it our mission to bring out 'the best in everyone'.

United Learning schools are truly inclusive, welcoming children of all backgrounds, all faiths and none, all abilities and giving tens of thousands of children across the length and breadth of England an inspiring education. As a group, we can offer more to both staff and children than any single school could offer alone. We are ambitious for all within a highly aspirational culture. We recognise the importance of each school having the autonomy to develop its own unique character and ethos, while celebrating the things we have in common and learning from each other.

We share a sense of moral purpose and a commitment to doing what is right for children. We want all children in our schools to meet passionate teachers who will enable them to learn, develop and thrive. Collaboration is at the heart of our work with all our schools.

However good we are, we can always be better. We believe United Learning is unique in enabling us to share widely across the whole country, across primary and secondary phases, and across state and independent institutions. Our schools also work in local clusters to improve outcomes and address any issues specific to their region.

We constantly strive to be better; we steal with pride and endeavor always to give the children in our schools the best possible opportunities.

A TIERED APPROACH

Our schools have a range of individual needs and contexts.

The design of our school improvement offer has a tiered approach with three levels of support for schools depending on their needs. This is delivered through our Universal, Enhanced and High Priority support.

Universal provision is provided to all our schools as a minimum entitlement. It includes a wide range of provision that supports schools on their improvement journey. Enhanced and High priority retains all the elements of the universal offer but adds additional support for schools that require a more concentrated school improvement approach.

Working in schools, assessment analysis, challenge and review days and discussions with school leaders are used to identify the tiered provision required. This is an ongoing process with schools able to move from one level to another as appropriate but with a formal review taking place annually.



UNIVERSAL PROVISION

TERMLY MEETING

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AND REVIEW
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**EDUCATION
TECHNOLOGY
SUPPORT**

TERMLY MEETING

Termly meetings often referred to as 'T' meeting, take place at the start of the term. They provide an opportunity for schools' leadership, Chair of the LGB and Regional Director to review the previous term. The review includes analysis of assessment, attendance, exclusions and financial information, implementation and impact of the school Improvement plans and aspects specific to that term. Key priorities and focus of visits for the new term and any modifications to support are considered and agreed.

ASSESSMENT AND ATTENDANCE INFORMATION

All schools have access to Microsoft PowerBi tool allowing leaders to effectively explore trends and patterns in their school information and compare with other schools across the trust. PowerBi reports are updated each term. All schools have a termly Assessment information dashboard that provides a summary document for use by leaders and LGBs.

REGIONAL DIRECTOR DEVELOPMENT VISITS

Regional Director development visits provide the trust the opportunity to accurately assess leaders' evaluation of their school, impact of their school improvement plan and provide focused challenge and support to secure continuous improvement.

All schools will receive one visit each term. They will always have a trust focus but also consider individual school priorities.

SUBJECT ADVISOR VISITS

Subject Advisor visits provide the opportunity for leaders in school to work with Maths, English, EYFS and SEND specialists to review school approaches and development of strategies for further improvement.

The level and focus of support will be agreed with the Regional Director for the school.





UNITED CURRICULUM FOR PRIMARY

All teachers have full access to the online Primary curriculum resources. The United Curriculum supports high quality teaching because substantive and disciplinary knowledge is carefully sequenced across key stages, and meaningful links are made between the subjects. It empowers teachers by providing them with the subject knowledge they need to teach the subject well. The curriculum has been carefully reviewed from a diversity perspective and provides opportunities for all pupils to see themselves reflected positively in the curriculum, as well as open their eyes to new perspectives. It provides a selection of resources that teachers can adapt for their classes.

PRIMARY NETWORK MEETINGS

Primary Network meeting bring leaders together from each school at either cluster or national level for information sharing, professional development, and networking opportunities. These meetings are chaired by trust leads and support system led improvement and sharing of approaches. *(Details of the range of networks included in Appendix 1)*

CHALLENGE AND REVIEW DAYS

Challenge and review days are led by the Regional Director who are supported by a peer headteacher and subject advisor as appropriate. These days provide leaders with the opportunity to visit and work with another school. The day reviews a pre-determined trust area of focus and an aspect of the schools' improvement plan.

PRIMARY CPD PROVISION

CPD primary sessions are available to all staff online both live and recorded. The focus for session is based on evaluations undertaken in schools, trust priorities and school improvement plans. In addition, we offer a range of leadership development opportunities via NPQs and trust developed Leadership CPD provision.

SURVEYS: PARENTS, PUPILS AND STAFF

Each autumn term the trust provides Parent, pupil, and staff surveys. The surveys and analysis of trends, strengths and potential aspects for improvement provide schools with an invaluable evaluation and developmental improvement tool.

GOVERNANCE SUPPORT

Effective school governance is critical to school improvement. Direct advice and support is available to all LGBs with termly training sessions to support capacity and capability of our governors.

REGIONAL DIRECTOR AND PRINCIPAL MEETINGS

Half termly, Regional Directors will lead a meeting of their Headteachers. These meetings provide networking opportunities related to trust priorities, schools' improvement aspects and information sharing.

PHONICS

As part of a MAT programme with Ruth Miskin Training, we can ensure that schools who use Read, Write Inc. access training and materials at a reduced cost. Trust-wide analysis is used to offer additional support for the development of strong phonics teaching.

INSPECTIONS

Regional Directors provide support for schools throughout the inspection process. All schools receive support tailored to their place in the Ofsted Inspection cycle. This includes onsite support during the actual inspection from Regional Directors.

EDUCATION TECHNOLOGY SUPPORT

All schools will have access to a primary educational technologist for support and challenge. We will work with each school's nominated digital strategy lead to ensure a financially sustainable, documented digital strategy is produced and maintained to support the school's wider vision for teaching and learning. Support extends to CPD as well as advice and guidance on the effective use of hardware and software deployed in schools. Technology provision throughout United Learning is also enhanced via a team of technical specialists who support with IT infrastructure projects and system security assurance which feed into the school's long term digital strategy.



ENHANCED PROVISION

Enhanced provision is for those schools that require additional capacity and support to improve a limited number of aspects over a specific timeframe. The Regional Director will work with the school to identify the details of the enhanced support and alongside leaders monitor its impact. The termly meeting is a key time for this process. This support may be additional Regional Director support, Subject Advisor time or wider commissioned support.



HIGH PRIORITY SUPPORT

Identification of High Priority Schools:

Those schools that fit one or more of the following criteria:

- The academy was judged "Requires Improvement" or "Inadequate" at its most recent S5 inspection.
- The academy was judged to be "Declining" in a S8 inspection - Schools that may no longer be good/ outstanding
- The end of EYFS, Phonics outcomes in were significantly below the groups' averages and/or national averages
- The end of key stage outcomes in Y2 and Y6 were significantly below the groups' averages and/or national averages
- Internal ULT monitoring raises concerns with respect to the leadership capacity and capability
- Length of time within United Learning Trust
- Ofsted timings and readiness

As well as access to the Universal offer from the trust High priority schools will receive additional support to ensure rapid improvement that builds capacity and sustainability.

REGIONAL DIRECTOR DEVELOPMENT VISIT

All schools will receive additional visits each term. They will be focused on the key school priority for that term.

SUBJECT ADVISOR VISITS

Schools will have priority access for subject advisor visits as agreed with their Regional Director.

NATIONAL PRIMARY DIRECTOR

All schools will receive a challenge and review visit from the National Primary Director

ADDITIONAL SUPPORT

The Regional Director will review and agree additional support that may include Governance review and support, executive leadership support, visits to lead schools, Educational Partner time, potentially bespoke schools based CPD etc.





APPENDIX 1: PRIMARY NETWORKS / DEVELOPMENT MEETINGS

LOCAL CLUSTER SEND MEETINGS

These occur on a termly basis; historically, held in a school within each respective cluster. The meetings are organised and chaired by the lead SENCO within each cluster. Each meeting has a set agenda which involves the following: any national/group updates; action planning; focussed CPD; sharing of best practice; and group supervision.

DESIGNATED SAFEGUARDING LEADER NETWORK

Provide an opportunity for DSLs to collaborate on a wide range of issues, challenges and solutions with cluster and national safeguarding leaders. These networks also provide CPD and key information sharing.

ASSESSMENT LEADERS' TERMLY MEETINGS

In these regular meetings assessment leaders meet to discuss key items relevant to the time of year. Any national and group guidance is shared and discussed within these meetings, ensuring that leaders are up to date with the latest research and information. Feedback is taken from school leaders, this helps to inform our assessment processes. Speakers from Arbor, EEF and FFT are regularly invited to contribute to the meetings.

NATIONAL EYFS DEVELOPMENT MEETINGS

These occur on a termly basis via MS Teams. Regular issues cover the implementation and assessment of the current EYFS curriculum as well as the practical arrangements to support continued staff CPD. All national EYFS meetings include any relevant national and group wide updates, ensuring school leaders are up to date with the latest research and guidance. Feedback from EYFS leaders informs the next planned CPD session, ensuring that the flow of information and strategy is timely. These meetings are organised and chaired by the Early Year Advisor.

LOCAL CLUSTER EYFS MEETINGS

These take place each term and are chaired by an EYFS leader from the local area. Agenda items include the latest national and group guidance, relevant CPD to support these, as well as the opportunity to share best practice and questions.

LOCAL CLUSTER FOR MATHS

These occur termly and aim to provide a personal environment for teachers to share and discuss areas of concern or what is going well. Any new national initiatives are discussed within these meetings. A key area this academic year is a focus on gaps and catch-up strategies.

Termly Cluster Meetings for subject leads. The aim of the cluster meetings is to come together, share ideas and work with leaders on developing maths within their school.

3 x Cluster meetings per year.





NATIONAL ENGLISH LEADS' MEETINGS

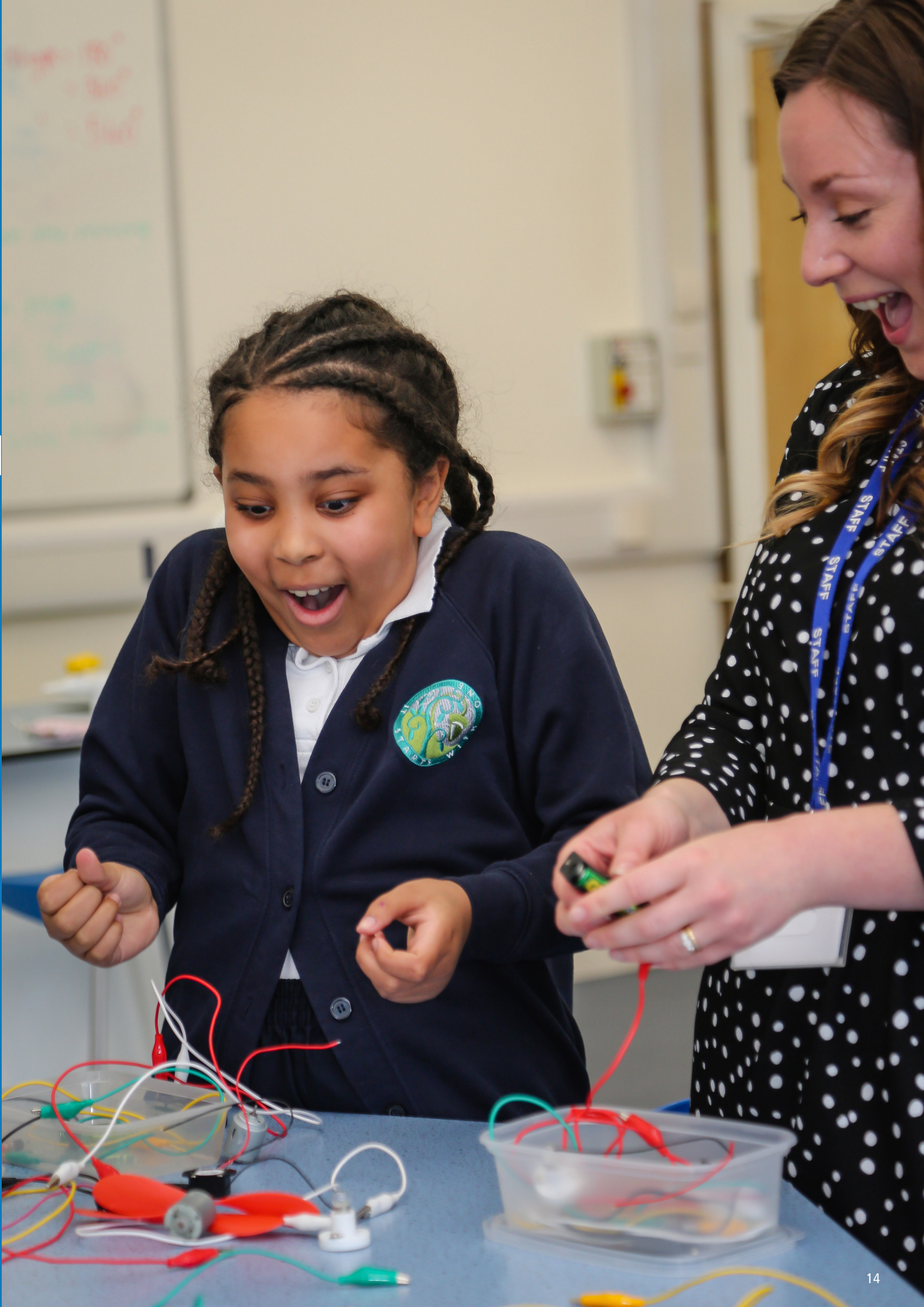
These occur once per half term and all English; Reading & Writing Leads are expected to attend. The meeting is an opportunity to network and share practice and expertise. CPD is included in each session and this input is planned according to current agenda and needs. Pedagogy and practice are shared, and current developments and research related to English are explored.

TEACHERS' READING GROUP

This evidence-informed, OU & UKLA led CPD comprises six remote sessions focused on developing children's desire, enjoyment and engagement as readers. It is open to SLT, teachers, librarians, trainee teachers and support staff. Participants are welcome from within and outside of UL, across all Key Stages. This develops research-driven practice, widens knowledge of children's literature and other texts, enriches Reading for Pleasure pedagogy, and documents the impact on young people as readers.

FOUNDATION SUBJECT LEADERS

Termly network sessions run for a range of subjects on Teams. These sessions include a range of subject-specific CPD (such as summaries of recent research or common misconceptions and how to tackle them), sharing of good practice between schools, and opportunities for subject leads to support each other in adapting and implementing the United Curriculum.





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