



OCT School Development Strategy & Offer

2024 -2027

Working together, we enable everyone to flourish through high-quality education

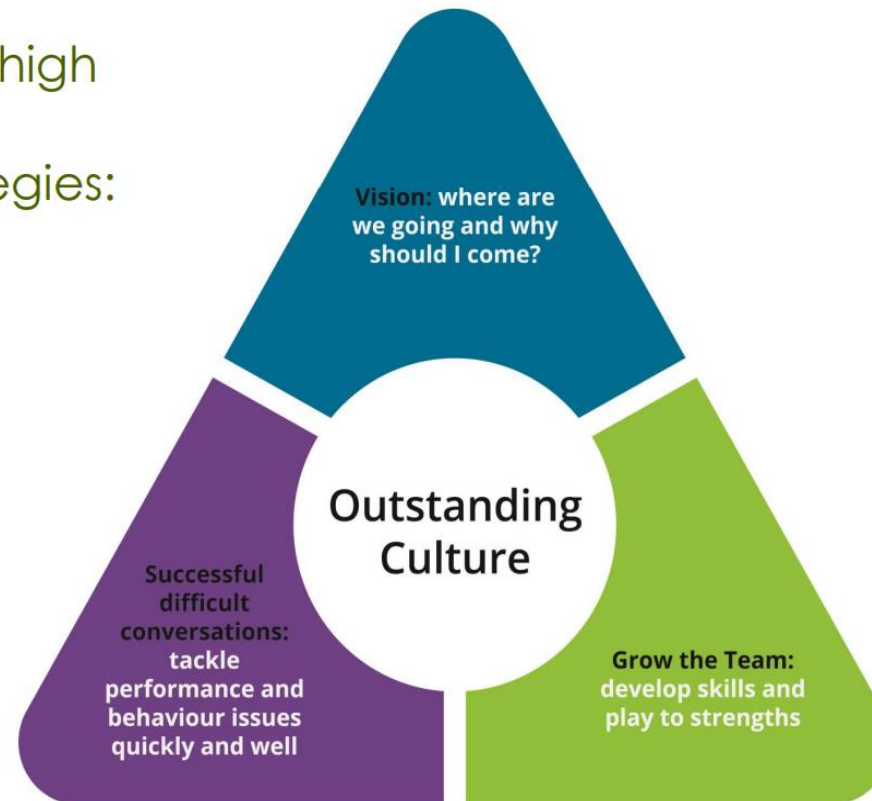
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1. OCT School Development Strategy

Sonia Gill's model for outstanding cultures in school:

How do you create a high performing culture?
Three leadership strategies:



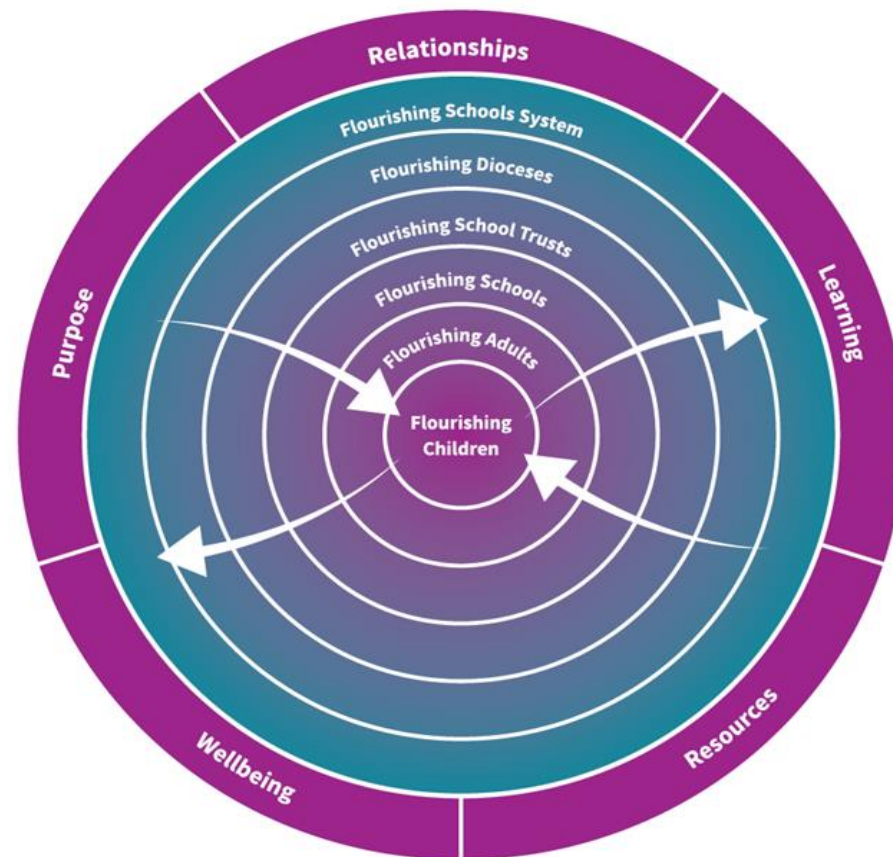
Sir David Carter’s model which was included in DfE MAT publication, ‘Good practice Guidance and expectations for Growth’.

Four-stage improvement model

Stage of school improvement journey	Key leadership qualities
<p>Phase 1: Stabilise</p> <ul style="list-style-type: none"> • School requires significant improvement • No clear underpinning for the future 	<ul style="list-style-type: none"> • Calm and reassuring leadership • Focusing on urgent priorities • Ensuring team members have the right jobs • High visibility
<p>Phase 2: Repair</p> <ul style="list-style-type: none"> • Establishing more control • Reactive decision-making • Make the school feel more like a regular school 	<ul style="list-style-type: none"> • Embedding early improvements • Building a medium term plan • Retaining visibility, but increasing focus on quality assurance
<p>Phase 3: Improve</p> <ul style="list-style-type: none"> • More proactive leadership • Embedding strategies • Improving outcomes 	<ul style="list-style-type: none"> • Monitoring and tracking performance is key • Shifting from management to leadership • Increasing benefits from collaboration
<p>Phase 4: Sustain</p> <ul style="list-style-type: none"> • Confidence in performance • Increase innovation in delivery 	<ul style="list-style-type: none"> • Securing excellence • Looking to lead collaboration • Increasing focus on 3-5 year planning

2. The Church of England Flourishing Schools System Model

The physical and emotional health of students, characterised by healthy habits and developing resilience, is critical to whether - and how - pupils flourish. The same holds true of teachers and leaders. Those in helping professions like education can only help others out of a place of abundance; otherwise, educator burnout and poorly educated students will result. For this reason, flourishing schools prioritise the wellbeing of their community.



3. Monitoring & Development: Analysis of schools

Step 1 – School completes data collection excel each term and central team completes a summary document annually in July.

Step 2 – School Development Team completes analysis, views external monitoring and school development visits reports alongside school summary.

Step 3 – Determines and agrees the level of support needed based on Step 1 & 2 (Team Around the School)

4. School Development / Support Offer: Levels of support

OCT Core offer: This is the universal school development support that all schools can utilise:

- Development Meetings – DHT & AHT/Subject Leaders/SENCO/Curriculum/Safeguarding – DSL/ Attendance / EYFS
- Ofsted Audits / Preparation / Updates
- SEND Review (2-year cycle) – SENCO Peer Review
- Safeguarding Review (annual) – DSL Peer Review
- Headteacher online forum sessions (Headteacher agenda driven + minimum one per half term)
- Headteacher Check-in morning (frequency dependent on intervention package – minimum twice per year).
- School Development /External links with other MAT
- OCT CPD Offer
- OCT Peer to Peer Reviews
- Facilitate good/outstanding practice visits
- OCT Principles of Teaching & Learning & related CPD
- OCT ECT package
- OCT Principles of Leadership – development & related CPD
- OCT Instructional coaching package
- HT 1:1 Coaching Catch Ups (as required)
- Trust wide moderation leading to agreed standards
- Bi-annual Team around the School meeting (CEO, DCEO/SD Lead, CFOO (or appropriate CT member for agenda) + Headteacher (+ SLT member as appropriate)
- Purplemoon – External supervision
- Access to OCT Headteacher Microsoft-Teams Channel
- Annual Estates / Safeguarding visit (including a walk of the site) – JL/AB
- Broker external reviews on behalf of schools.

5. OCT Intervention Packages: This is a **best fit model** that best matches the data/information, showing the closest match between the variables. This is not an exhaustive list and can be approached as a set of selectable options – bespoke internal / external support can be requested & the DCEO will facilitate this.

<p>STRONG (Light touch):</p> <ul style="list-style-type: none"> • Vast majority of pupils making expected progress or above • Outcomes inline or above national figures. • School Development Plan reflects the performance priorities. • SEF is accurate & monitoring processes are robust. • Teaching and learning is at least good or better across the school with no teaching identified as inadequate • Stable, established leadership team 	<p>3 formal school development visits (one per term):</p> <ul style="list-style-type: none"> ○ Teaching moderation through Development Drop Ins (DDIs) based on OCT Principles of Teaching & Learning. ○ Curriculum audit & Subject Peer Review quality assurance ○ General learning walks – focus can be agreed. ○ SEND visits will be scheduled as required, based on ongoing monitoring and identified needs. The frequency and focus of visits will be responsive to any emerging priorities, ensuring that support remains proportionate and targeted. This may include informal check-ins or formal reviews depending on the context. ○ Behaviour walks – including observations of unstructured time. ○ Opportunity for strong teachers and subject leaders to share practice with other schools in the MAT. ○ Support brokered for specific areas of school improvement ○ Outcomes – Progress meetings on key data areas/data point check-ins. ○ Progress checks on key priority areas. <p><i>Further support can be agreed based on the outcome of the school development work above, e.g. further support offered to a specific subject leader following a curriculum audit or SPR.</i></p>
<p>SECURE (Moderate):</p> <p>Indicators for secure schools could be:</p> <ul style="list-style-type: none"> • Progress / attainment is not at National across the board. • SEF, monitoring processes, including SPR in place. • Quality of teaching and learning is not yet consistently good in all areas, for example ECT, or small number of ‘Target’ teachers. • New or reduced leadership capacity 	<p>School Development Plan monitored by MAT SD Team to ensure areas for development are included</p> <p>3 formal school development visits (one per term) + 3 additional visits from SI Team:</p> <ul style="list-style-type: none"> ○ Teaching moderation through Development Drop Ins (DDIs) based on OCT Principles of Teaching & Learning. ○ Curriculum audit & Subject Peer Review quality assurance ○ General learning walks – focus can be agreed. ○ Up to three formal SEND visits will be planned across the year, with additional visits arranged as needed in response to specific developments or priorities. The SEND support offer remains flexible, allowing for tailored input based on pupil needs, staffing changes, or leadership capacity. Collaboration with new SEND Leads will inform the nature and timing of visits.

	<ul style="list-style-type: none"> ○ Behaviour walks – including observations of unstructured time. ○ Opportunity for strong teachers and subject leaders to share practice with other schools in the MAT. ○ Outcomes – Progress meetings on key data areas/data point check-ins, this could include <u>pupil progress meetings (Y6 and/or other specific year groups)</u> ○ <u>Monthly visit from SI team</u> - Progress checks on key priority areas. ○ Support brokered for specific areas of school improvement ○ <u>Work scrutinises</u> ○ <u>Support with implementing the curriculum</u> ○ <u>Other support as identified, i.e. structuring staff / SLT support /Subject Leader secondment/support</u> <p><i>Further support can be agreed based on the outcome of the school development work above, e.g. further support offered to a specific subject leader following a curriculum audit or SPR.</i></p>
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<p>TARGET (Intensive):</p> <ul style="list-style-type: none"> ● Progress / attainment overall is well below national averages ● Significant change in leadership ● Capacity for improvement inconsistent ● SEF and monitoring are not rigorous or accurate ● Quality of teaching and learning requires improvement. ● New or reduced leadership capacity 	<p>Support plan monitored by MAT representative/LGB</p> <p>3 formal school development visits (one per term) + 3 additional visits from SI Team:</p> <ul style="list-style-type: none"> ○ Teaching moderation through Development Drop Ins (DDIs) based on OCT Principles of Teaching & Learning. ○ Curriculum audit & Subject Peer Review quality assurance with support with implementing the curriculum. ○ General learning walks – focus can be agreed. ○ Behaviour walks – including observations of unstructured time. ○ Opportunity for strong teachers and subject leaders to share practice with other schools in the MAT. ○ Outcomes – Progress meetings on key data areas/data point check-ins, this could include <u>pupil progress meetings (Y6 and/or other specific year groups)</u> ○ SEND support will include up to six visits, with the frequency and format adjusted according to the school’s evolving needs. Visits may range from strategic planning sessions to hands-on support, and will be coordinated with SEND Leads to ensure alignment with the school’s development priorities. The approach remains dynamic, allowing for increased intensity or specialist input where required. ○ <u>Fortnightly visit from SI team</u>- Progress checks on key priority areas. ○ Support brokered for specific areas of school improvement ○ Work scrutinises ○ Outcomes – Progress meetings on key data areas, this could include <u>pupil progress meetings (based on data analysis)</u>
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	<ul style="list-style-type: none"> ○ <u>External support commissioned</u> ○ Other support as identified, i.e. structuring staff / SLT support /Subject Leader secondment/support <p><i>Further support can be agreed based on the outcome of the school development work above, e.g. further support offered to a specific subject leader following a curriculum audit or SPR.</i></p>
<p>SIGNIFICANT CONCERN (Stabilise)</p>	<p>If the school needs stabilising due to significant concern and where additional leadership capacity is needed, the trust may take responsibility for a school and deploy capacity (from the central team or other schools) to lead this urgent change. This may include implementing an Interim Executive Board. This may impact on the ability to provide the full range of support to other schools. In this circumstance, priority for any support available will be given to TARGET schools.</p>

*Dependent on progress, support could be increased or decreased in negotiation with the heads

6. School Development Team Roles:

DEPUTY CEO– JO LEACH (specific to School Development)	SCHOOL DEVELOPMENT OFFICER – SARAH MOWBRAY	SCHOOL DEVELOPMENT OFFICER – SHERIN VORAJEE	EDUCATION WELFARE OFFICER – MICHAELA HILL
<ul style="list-style-type: none"> • Overseeing school development offer • High quality education • Data & Assessment (Steve Smith) • Leadership development • Teaching & Learning Principles, Instructional Coaching & development (Deb Sadler) • Coaching • CPD offer • Talent Mapping • Strategic Digital (Steve Smith) • Educational Digital (Simon Thomas/Helen Dodd) • SEND (Jen Lomas/Lisa Hughes) • Safeguarding (Hayley Sutton) • Attendance (Laura Tranter) • Community Engagement 	<ul style="list-style-type: none"> • Curriculum Development & Subject Peer Reviews (Pete Dawes) • Subject Lead CPD / 1:1 support • EYFS Development (Chris Crook) • Teaching & Learning Principles, Instructional Coaching & development (Deb Sadler) • Moderation • Christian Distinctiveness (Deb Sadler) • ECT offer (Helen Smith / Sarah Goodwin) • Behaviour (Karla Thorley) • Mentoring / Coaching • CPD offer 	<ul style="list-style-type: none"> • Subject Peer Reviews (as needed) • OCT Curriculum Principles (lead) • Facilitate OCT Peer to Peer Reviews – linked to priorities. • Leadership Development (support) • School environments • Personal Development & Well-being (Careers Education Framework, enrichment & SMSC) • Pupil Premium (Simon Thomas) • EAL • DDIs (as needed) • Mentoring / Coaching • CPD offer 	<ul style="list-style-type: none"> • Attendance Strategy and Offer • Attendance team support • OCT HSLW Network • OCT Attendance Network • Advice & guidance on attendance for schools & parents, including statutory requirements • Monitor pupil attendance and punctuality • Investigate unexplained absences and follow up with families • Conduct home visits where necessary & support families • Liaise with schools, parents, and external agencies to improve attendance. • Issue warning letters and initiate legal proceedings where appropriate • Deliver attendance improvement strategies and interventions • Community engagement

7. Conclusion:

At Orchard Community Trust, school development is a dynamic and evolving process, shaped by the unique needs of each school within our Trust and influenced by external factors. We are committed to promoting **equity** and **unity**, by having **courage** to do what is necessary to ensure that every child is given the opportunity to **flourish together**. We firmly believe that every child deserves a well-rounded education that is both stimulating and engaging, encouraging them to be active participants in their learning journey.

While academic standards and results are important, the overall development of each child remains our primary focus. Learning is at the heart of everything we do, and our approach to school development is designed to unlock the full potential of every pupil. We are dedicated to ensuring that every child in an Orchard Community Trust school enjoys their learning experience, works hard to succeed, and reaches their highest potential.

It is the responsibility of headteachers to be open and transparent in communicating with the Trust, raising any concerns about the support they are receiving, and alerting us promptly if circumstances change and additional support is required. Equally, if headteachers wish to access elements of the offer or request anything beyond it, it is their responsibility to make this clear, as the Trust cannot anticipate individual school needs without direct communication.