

Newham Community Learning - School Improvement Strategy: 2022 - 2023

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Applies to: Newham Community Learning

Approved by: Standards and Community Committee and then the Trust Board
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1. School Improvement Strategy 2022 - 2023

1.1. Overview

The primary purpose for the existence of Newham Community Learning is to improve the educational outcomes for all students attending our schools. Our six schools are all located in the west of the borough of Newham, facilitating working in close partnership.

1.2. What are we aiming to achieve?

Our aim is for every school to perform consistently above national averages in terms of the progress made by its students, and for this to apply to all groups of students, including pupils with SEND, more able students, and disadvantaged students.

We have a shared commitment to working together to provide a world-class education for young people in Newham, and to further develop as centres of excellence for teaching and learning.

We are highly ambitious for our students, and believe that every young person can succeed.

1.3. What resources do we commit at a Trust level?

Headteachers and Local Governing Bodies have the lead responsibility for raising achievement in each school. Standards in each school are however monitored at Trust level, and the Trust commits a significant amount of resources to supporting the schools to achieve these aims. To ensure consistently high standards of education at all schools across the Trust, we deploy both internal and external resources to support and challenge our school leaders:

- Trust staffing includes a **CEO, Deputy CEO (and Primary Improvement Lead) and Secondary Executive Leader** three experienced Headteachers, all with experience of Newham schools, and also with broader experience as current or former Ofsted inspectors and/or as School Improvement Advisers.
- External **School Improvement Advisers** are appointed by the Trust to visit each individual school in the Trust and review its progress against its improvement plan
- The **Trust Standards Committee** is chaired by another former Headteacher and experienced Chair of Governors, who has previously worked for Newham as a School Improvement Adviser



- **External advisers** are used to support regular reviews of key aspects of School Improvement in the form of cross-Trust reviews, for example SEND
- A key resource is the network of serving Headteachers within the Trust who meet regularly as the **Trust Executive Group**, helping to shape Trust priorities, and also identifying opportunities for school to school support.
- Other members of staff meet regularly and contribute to a range of **Trust networks**, including **subject networks** where Heads of Subject meet half-termly to support and learn from each other. We are currently working towards alignment of exam boards in order to further support cross-Trust moderation.
- Training of staff is critical to our success and there are increasing levels of collaboration through **Joint Leadership Team meetings**, **cross-Trust training days**, and joint work on the **Early Career Framework**. The **Trust CPD group** is meeting termly to develop these opportunities further.
- Staff have also been seconded from one school to another or visited other schools in order to support particular areas of need, such as Heads of subject visiting to support new or less experienced counterparts in other schools
- As well as the CPD group, Trust leaders and school leaders also meet in the following groups to explore how we can improve practice across the Trust
 - **NCL SEND network**
 - **NCL DSL network**
 - **NCL Literacy Group**
 - **NCL Curriculum Group**
 - **NCL Behaviour Network**

The geographical proximity of our schools and the positive working relationships are also leading to increasing opportunities for staff to develop peer to peer collaboration.

1.4. Raising Standards in Every School

If an NCL School is assessed by the Trust Board (on the recommendation of the CEO and Central Team) not to be securely Good in terms of the Ofsted Handbook, it is categorised as a Supported School and is thus a priority for support. It is however fundamental to our approach that all schools should benefit from being part of the Trust and should be supported and challenged to make year on year improvements.



Each school's Headteacher meets fortnightly with one of the three senior members of the Central Team, and a core element of those meetings is to review the implementation of the School Improvement Plan (and how that supports the Trust Improvement Plan). Each school will have targets based on a challenging but achievable development from the previous year's outcomes, with key measurable outcomes being the overall Progress 8 figure for secondaries, and the KS2 Progress levels for Reading, Writing and Maths. These are of course reviewed in context, and together with much wider sets of data, but we believe that it is important to have clear focus on specific key performance indicators (as was the case with the successful London Challenge initiative).

The twice-yearly visits by the School Improvement Adviser provide an opportunity to review progress. After each visit a written report is provided to the Headteacher, who then works with school leaders to action areas for development.

Our programme of monitoring, using internal and external support, ensures that barriers to successful outcomes are identified and that interventions can be put in place rapidly when the need has been identified.

1.5. Our Trust priorities

[Our Trust Priorities](#) have been developed in consultation with a number of stakeholders. Our progress against these is monitored by the Standards and Community Committee, on behalf of the Trust Board; with the findings of the Committee fed back to the Board.

At the end of each year the priorities for the following year are discussed by the Executive Group. Headteachers' awareness of the particular needs of their school feeds into the development of cross-Trust priorities, with proposals for this year being cross-Trust work in three key areas:

- the achievement of pupils with SEND
- Mathematics
- Behaviour, suspensions and exclusions

The Trust is also particularly focused on ways to maximise the benefits of having both primary and secondary schools in one Trust, with both the Literacy and Curriculum groups identifying work that



can be done to develop work in each of KS2 and KS3 which is informed by a better understanding of the other phase of education.

A more detailed overview of the key foci identified is available as [Annex A](#). Together, these will ensure that the identified work will be clearly managed.

1.6. Monitoring and evaluation

Our [Governance Structure Chart](#) provides an overview of our governance and accountability framework at Newham Community Learning.

As per the structure, our schools have local governing bodies in place. [Annex B](#) provides an overview of the work of these bodies, with school improvement grounded in holding the school leadership team to account through the use of the Trust wide Headteachers' report¹. All schools use a standard agreed format, ensuring a consistent approach that also allows for reporting to the Trust's Standards and Community Committee and then up to the Trust Board. School improvement metrics, once scrutinised by the Standards and Community Committee, are part of the Trust Board's KPI report.

Published November 2022, further to review and approval by the Standards Committee

¹ For ease of use and to support the cycle of development, approval, monitoring and review, the report has been split into three discrete areas: (a) SEF/SIP approval and monitoring, (b) contextual data reporting and monitoring and (c) quality of teaching and attainment and progress reporting.



1.7. Annex A - Our key school improvement workstreams

Activity	When	Lead
Standards and Community Cttee (Cttee of the Board)	Termly	Standards and Community Committee Chair (external)
External school improvement advisers	Termly	SIAs (School Improvement Advisers + Central Team)
SEND Review	Autumn 2022	External expert identified and commissioned
Maths - automaticity and recall in KS2 and KS3	Spring 2023	Internal review and follow up from Trust Learning Day
Behaviour and Exclusions Review	Summer 2023	Central Team
NCL Learning Day	25/11/22	CPD group
Head Teacher Report	Half termly	Headteachers
School visits	Fortnightly	CEO + School Improvement Central Team Leads
Subject network meetings - Maths, English and Science	Termly	Secondary Heads
Curriculum Network meetings	Termly	School Improvement Leads
CPD Network meetings	Half termly	School Improvement Leads
Behaviour Network	Termly	School Improvement Leads



1.8. Annex B - Our Local Governing Bodies - driving school improvement

Local Governing Bodies at Newham Community Learning



Our Local Governing Bodies

- The Local Governing Body:
 - At the local school level, sets the overall vision, ethos and strategic direction of the school.
 - Drives school improvement at their school - using the School Development Plan and the School Evaluation Plan.
 - Using the Headteacher's Report, analyses pupil and staff data to help inform an understanding of how the school is performing. Supported by School Visits and Link Governor Visits.
 - Being part of the local community that the school serves - supporting the work of the school leadership team to ensure that it is the school of choice for local families.
 - Approval (as a 'first review') of the school's budget (which is then approved by the Trust Board).

Key documents that describe the way in which the Local Governing Body works are linked to below

- The **Local Governing Body Terms of Reference** is available on the [Governance Page](#) of the Trust website
- The **Competence and Conduct for Governors** is also available on the [Governance Page](#)

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