



OAK SCHOOL IMPROVEMENT MODEL

Oak 
Learning Partnership

SCHOOL IMPROVEMENT MODEL OVERVIEW

As a trust we aim to balance central support, aligned ways of working and individual school approaches. It ensure our schools feel the benefit of being part of a trust, whilst making space for them to meet the needs of their context and have the space to be creative and develop new approaches that can be shared. When it comes to alignment across all schools, sector alignment i.e. primary, special or secondary alignment or thematic alignment i.e. trust wide themes or vision, is tailored and created for the needs and context of the individual schools.

SCHOOL IMPROVEMENT STRANDS

LEADERSHIP

- Central & trust wide school improvement expertise
- Centralised business support services inc. finance, HR, estates, governance, IT & marketing
- Aligned systems & policies

EVALUATE & SUPPORT

- Whole school reviews
- Expert safeguarding audits
- Stakeholder audits
- SEND reviews
- Bespoke support & advice

ACHIEVEMENT & IMPROVEMENT

- Aligned data capture, analysis and monitoring
- School improvement planning and monitoring cycle
- Quality assurance framework

CURRICULUM EXPERIENCE

- CLEAR and structured lesson approaches
- Oak Experiences
- Aligned behaviour and relationship policies
- Trust collaboration

PROFESSIONAL DEVELOPMENT

- Trust wide professional networks
- Instructional coaching
- Collaborative enquiries
- Oak conference

OAK LP OUTREACH

- Comprehensive training programmes
- Multi-agency support team
- Local authority collaboration



Leadership

Leaders in schools are our trust culture carriers. We understand the impact an effective leader can have on our communities, so we provide them with significant investment and support. Our leaders understand our trust culture and align their school culture alongside this. We have a set of aligned practices, but we also ensure our leaders have enough space for creativity and their own school identity and individuality.

- Our leaders look to role model and embed in their schools our cultural behaviours 'The Oak Way'.
- Our leaders are highly visible in our schools.
- All schools have individual support from a member of the executive team who are always reachable for advice, guidance and support.
- Centralised business support services ensure headteachers can focus on the core work of improving outcomes for pupils.
- There is a central approach to governance, which lowers the burden of meetings and paperwork.
- Headteachers are provided with common frameworks, formats and systems which are as simple as possible and highly effective.
- Being the single employer we create efficiency and effectiveness, alongside a trust culture, by having joint policies, as well as joint staff benefits and a wellbeing charter.

Evaluate and Support

In order to monitor and support our schools we have annual processes to evaluate the school's current position. This provides assurance to leaders that their intended improvement priorities are correct and enables the central team to ensure schools are getting the right support. Our feedback consistently shows that those who are involved in reviewing or being reviewed gain equally. These processes include:

EXTERNAL REVIEWS

Led by someone with expertise from outside the trust, but run alongside executive leaders, to undertake a full review against the school's SEF and improvement plan. Performed in a safe space and fully supportive but born under the premise that we 'can't mark our own homework'.

SAFEGUARDING AUDIT

A one day review of all things safeguarding, led by our trust safeguarding lead, along with DSL colleagues from our family of schools.

STAKEHOLDER AUDITS

We run centralised surveys across all schools for staff, pupils and parents and then we run a 'you said we did' cycle.

SEND REVIEWS

We place a strong emphasis on ensuring our schools are inclusive as possible and these reviews enable us to provide schools with the right support to achieve this. We also support schools to achieve the SENDIA award.





Achievement and Improvement Cycle

As a group of schools, we have an aligned cycle of data capture, analysis and monitoring, led at school level. This saves workload and allows leaders to share good practice. We have aligned ways of monitoring pupil data and have a seamless line of accountability from class teacher, right through to the CEO and trustees. These processes, which are carried out in a transparent and supportive culture, ensure we professionally challenge one another to consistently improve and deliver the best we can. Key elements include:

- **SCHOOL IMPROVEMENT PLAN** - all of our schools use the same format, which is evaluated in the same way, three times per year.
- **DATA CYCLE** - a range of pupil progress meetings at subject/class level up to senior level to interrogate data and ensure pupils are making the right progress and that we are maximising outcomes.
- **DAILY VISUALS** - leadership walks to highlight strengths and share good practice.
- **LESSON ENQUIRIES** - short observations to check general standards and quality of teaching
- **CURRICULUM REVIEWS** - an opportunity to evaluate and reflect on how effective individual subjects are.
- **LEARNING ENVIRONMENT CHECKS** - to ensure our schools are in the best condition possible, providing a safe, professional environment.
- **BOOK LOOKS** - Regular reviews of the implementation of the curriculum and standards.

Curriculum Experience

As a trust we want to provide clarity on what we align and what we don't and there is a strong focus on the balance of individuality and working as a group of schools. The following explains alignment in key areas.

BEHAVIOUR POLICIES

These are aligned within sectors, which means there is a common approach across all schools using a central policy. This allows overarching oversight and support. Each school may have a bespoke rewards policy to suit their needs, which allows them to keep this up to date and relevant to their context.

STRUCTURED LESSON APPROACHES

These are used within all of our schools and take the form of five to seven part lessons, which provide a definitive guide on clear structures within lessons. These are based on evidence informed practice and are very well received by colleagues as a strong format to deliver great lessons. There is enough scope within this structure for adaptation and adjustments for individual teacher pedagogy and class context.





Curriculum

Experience continued...

C - Climate for Learning

L - Learning Intentions

E - Explicit Instructions

A - Adaptive and Responsive

R - Review

This represents our trust language for the ingredients that we identify for effective teaching and learning. We provide our schools with a framework that explains what effective practice looks like. Our schools use this, alongside structured lessons, for the focus of professional development.

OAK EXPERIENCES

We want pupils who leave our schools to leave with memories that stay with them and help shape them into who they are. We believe pupils should have moments of awe, inspiration and joy, which are character building and create positivity in our communities. We want pupils to have those one off experiences that they talk about forever, the 'I'll never forget when we...' moments. All of our schools shape these experiences for their own context, it could be a visit to Oxford University, a residential trip or a visit from an inspirational speaker - the options are endless and varied.

TRUST COLLABORATION

Alongside our schools collaborating with each other, we also actively seek to collaborate with other trusts so that we can identify best practice and share with our schools.

Professional Development and Networks

PROFESSIONAL NETWORKS

We have regular networks across all of our schools and within sectors. These form an integral part of sharing good practice and shaping whole trust or sector practices. The following networks give an example:

Heads / Senior teams / Teaching and learning / Safeguarding /
SENcos / Behaviour and attendance / Subject specific /
Operations managers / EDI / Wellbeing

INSTRUCTIONAL COACHING

One of our main strategies for improving and sharing effective practice is by training key personnel in each school to deliver this coaching. It is then down to leaders to decide how to use it within their schools for maximum impact.

COLLABORATIVE ENQUIRIES

Peer reviews with the focus determined by the school receiving the review and carried out by colleagues from other schools. These are an excellent way to develop cross-trust relations and share good practice.

OAK CONFERENCE

Annually we bring staff together from across all of our schools for an Oak Conference. We receive lots of good feedback on the professional development staff receive, along with the positive feeling staff have about being part of the wider family of schools.





Oak LP Outreach

When we say that inclusion is at the heart of our trust we mean it and we know that if we want our schools to be the best they can be around inclusion then we have to provide them with as much resource and support as we can. It's with this premise, alongside the desire to make a wider difference outside the trust, that we developed Oak LP Outreach.

TRAINING

Using the expertise of our staff from each sector of education, the outreach team has compiled a comprehensive training program. The training program links with a wide range of multi-agencies and is led by our schools for our schools and is also accessible to schools outside the trust.

INREACH

Led by our dedicated outreach team, all our schools benefit from expert guidance related to all areas of need. As a trust, we have a graduated approach of school-led interventions, coupled with support and guidance from a range of wider professionals to deepen inclusive practice.

Oak LP

Outreach continued...

MULTI-AGENCY SUPPORT

As a trust we have a range of service level agreements with key professionals to support pupil needs in all of our schools. Each of our schools access a package of support for their most vulnerable pupils.

LOCAL AUTHORITY SUPPORT

The outreach team works closely with our local authority colleagues to lead a range of support packages for our own schools and beyond. Our team shares its expertise and knowledge in running successful resource provisions, specialist units and alternative provisions with schools across the borough.

