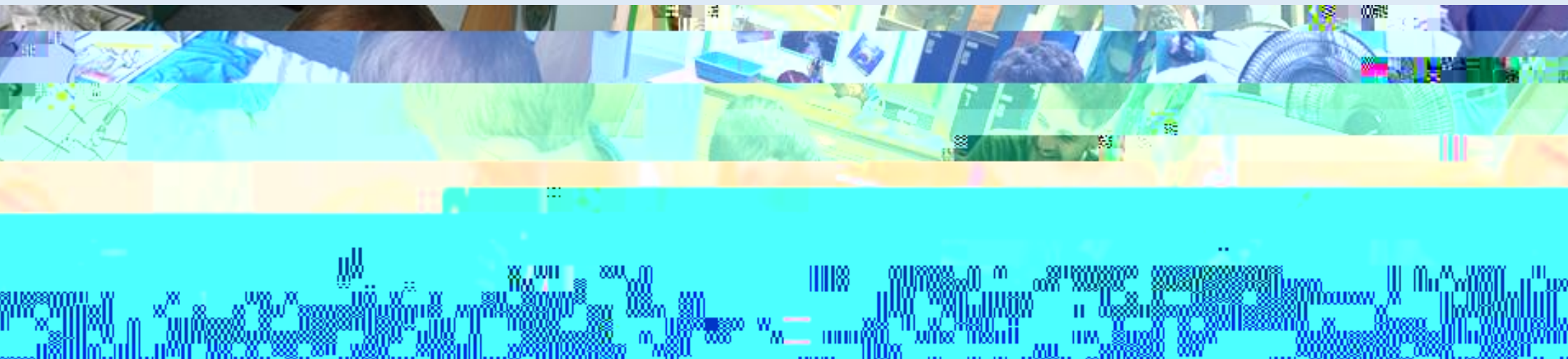


1. INTENT

School improvement is the core business of Nexus Multi Academy Trust. As the responsible maintaining authority for our academies, Nexus MAT has a duty to ensure that all of our schools are in a state of continual improvement. We deliver this through our belief that local leadership and governance can best determine a school's improvement priorities, within a wider accountability framework that ensures this is being executed successfully and at the required pace.

The MAT improvement team is comprised of the Headteachers from each Academy and any associate schools; the Trust CEO and Central Trust Officers. The work is co-ordinated, facilitated and evaluated by the Assistant CEO - School Improvement and reported to the Standards Committee, which sits 80002 92 reW*nBT/F512 Tf1 221.01000

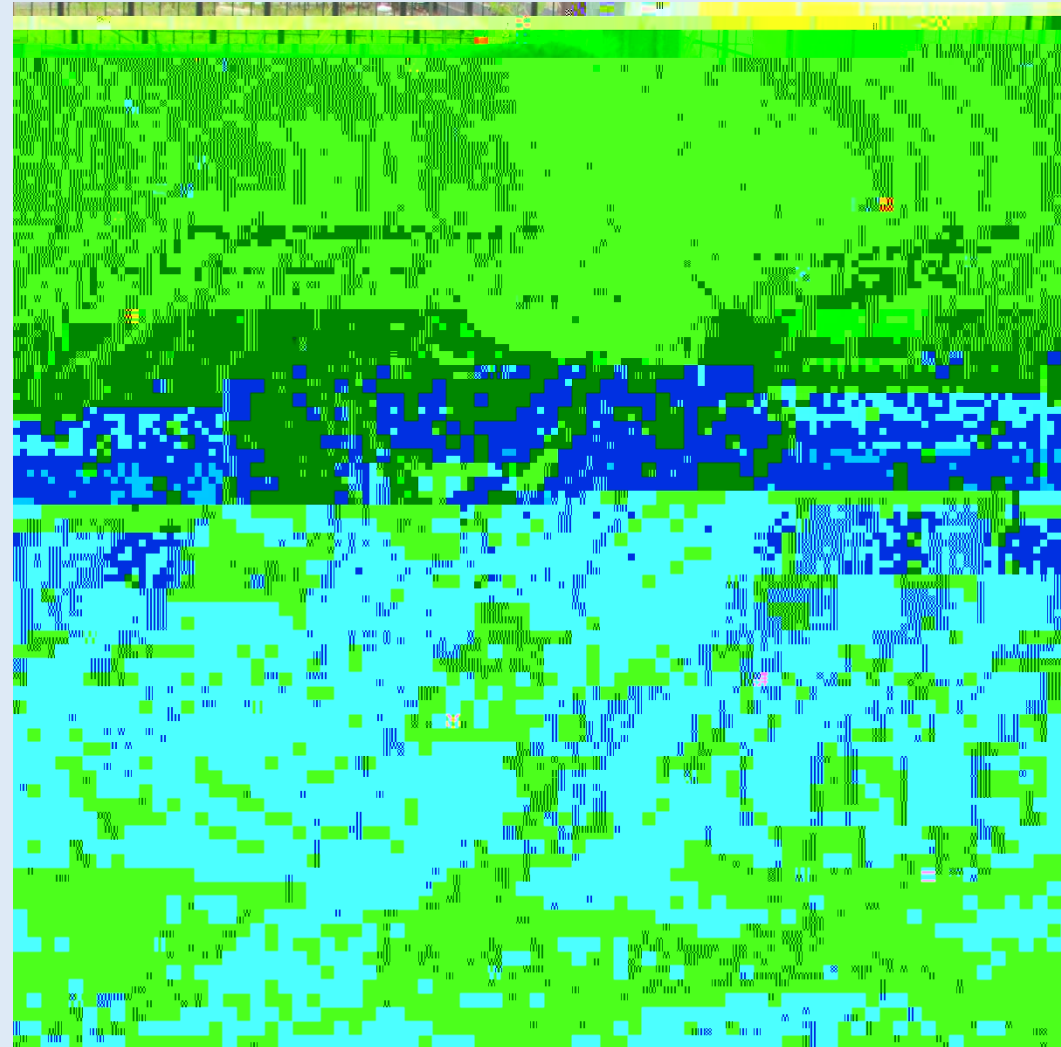


At Multi Academy Trust level, we have defined our 'Big 3' improvement priorities, which are the three strategic priorities for school improvement that we expect to see constantly tested and challenged in all our academies. These 'Big 3' fall under the Trust's overarching strategic business objective of 'Increasing quality of provision in our education system', and are as follows:

These have been determined because we believe they are the three statements that give us the clearest line-of-sight on the quality of teaching and learning in our

able to rely thousands of individual decision-making leaders to do the right thing, themselves.

- B. All Nexus Headteachers (or one of their senior leadership team) commit to at least 2 days per term to undertake Trust school improvement activity;
- C. All Nexus academies are part of one Trust estate, which can be made available for use by the Trust and other schools within the MAT without cost, unless additional costs are incurred (e.g. refreshments);
- D. All employees will be supported to engage in Trust networking events as part of our commitment to continuing professional development;
- E. Where the Trust seeks to utilise a school leader or employee to support MAT improvement activity, there will be no financial loss for any school in supporting this and all commissions will be agreed with and through the Headteacher, at cost;
- F. Whilst each academy has its own vision and mission statement unique to its context, all academies commit to the Trust vision, mission statement and values and will actively engage in initiatives which realise these;
- G. Ethical leadership and collective efficacy underpin our behaviours as leaders and employees and are the standards we are all held to in all we do.



2. IMPLEMENTATION

In addition to priorities collated from all schools, the Trust also takes account of local and national priorities when planning improvement activity and the Central team along with School Senior Leaders are members of networks and partnerships.

The identified areas of collaborative work are identified below. Each area of work is led by one of the Headteachers or delegated to a member of the workforce with particular specialism or expertise.

Trust collated priorities and common themes 2021-2022

1. All our children and young people enjoy their learning and make at least good progress.

These collated priorities are identified within the Collaborative School Improvement Framework delivery plan, which outlines what we will achieve; how we will do it; why it's important; and how we will know we've been successful: all framed around the 'Big 3':

1. All our children and young people enjoy their learning and make at least good progress.
2. All our children are responsible citizens who make an active contribution to society.
3. All our Academies are continually improving our quality of provision

Annually we will publish a delivery plan consisting of measurable actions for each of the above priorities highlighted under the 'Big 3'. The detail will include:

What we will achieve;

How we will do it;

Measurable outcomes.

The delivery plan is submitted to Directors for approval at the beginning of each academic year. Progress is reported on a termly basis to the Standards Committee of the Trust Board.



3. IMPACT

lesson observations) so that they develop a shared picture of their schools;

Gathering parent, staff and pupil feedback as an integral part of assessing schools performance and progress;

Implementing a formal quality assurance model – which includes peer review and research - enabling school leaders to identify their own development needs from their improvement plans and self-evaluations;

Deploying staff across the MAT, based on their expertise, where this meets the needs of all parties.

Developing an infrastructure and networks to support shared professional learning and development – e.g. through subject networks, peer-to-peer coaching and observations and reflect

Whilst it will continue to evolve to respond to the changing structure and needs of the MAT, the following is an example of the Trust's Quality Assurance activity.

