



PRINCE REGENT
STREET TRUST

TRUST SCHOOL
IMPROVEMENT OFFER
&
SERVICE LEVEL AGREEMENT
(SLA) PACKAGE

PRICED TO SPECIFICATION AND
REQUIREMENTS OF SCHOOL
£600 PER DAY

"AN ALL PRIMARY TRUST, CREATING SOLID FOUNDATIONS FOR THE FUTURE"

EXCELLENCE – OPPORTUNITY – PARTNERSHIPS

EXCELLENCE – high expectations – problem solving, teamwork and strong leadership results in the ongoing improvement of the organisation for all pupils and staff.

At Prince Regent Street Trust, we recognise that every school serves a unique community. A focus on the **vision, values, strategy and culture** of your school will enable us to work in **partnership** with you to ensure a **bespoke aspirational, effective and sustainable** approach to school improvement. We recognise the unique qualities of each individual school and the importance of autonomy. At Prince Regent Street Trust our strategy focuses on the support for, and development of, all stakeholders; school improvement is after all, everyone's responsibility. Our bespoke offer for each school, focused on the core components of **effective leadership, teaching, learning and assessment**, has excellence at its heart and strives to ensure that pupils are exposed to a **unique educational journey** and that our leaders and staff are **effectively equipped** to provide this.

OPPORTUNITY – ensuring our pupils and staff are ready to grasp their next challenge whatever that may be with enthusiasm and confidence.

We invest in individuals, providing a range of quality continuing professional development and career-enhancing **opportunities**. We recognise that effective and strategic leadership at all levels is key to the success of any school and as such, have created a **bespoke programme of development opportunities** for governors; senior, middle and curriculum leaders; teaching and non-teaching staff, and pupils. Unique opportunities result in success and sustainability for individuals and schools.

PARTNERSHIPS – building credible relationships, locally and nationally, recognising strengths, learning from one another and taking ownership of trust values.

We firmly believe that **effective partnerships** between all members of the school community are vital for pupils' success. Forging strong, trusting relationships between our trust schools, our partner schools and collaboration with a wider community of schools both locally and nationally, ensures that experiences and expertise are shared and drive improvement. **Partnerships built on support and challenge** are key to raising standards and ensure the best possible education for pupils.

Values, ethos and trust principles:

Founded on the principles of the early years and primary curriculum, the Prince Regent Street Trust is a group of three local good/outstanding primary schools with a common purpose. The Prince Regent Street Trust is fundamentally one of **sustainable school improvement**.

All three schools are good and outstanding, yet are very different in so many ways. We feel that having such a variety of different schools will enhance our capacity to support and develop other schools joining the Trust. We have a very successful primary ethos, which **enables all children to maximise their potential**.

We strongly believe that **every child has the right to the highest quality education**. Successful schools and their leaders hold the responsibility to work alongside other schools to support improvement. Leaders have a **collective responsibility for improving the whole system for mutual benefit**. The Prince Regent Trust is committed to **highly effective working** partnerships with school leaders, colleagues, parents and all other stakeholders.

The Prince Regent Street Trust Team:

Our central team consists of



Julia Armstrong
Chief Executive Officer



Keith Morrison
Director of School Improvement



Louise Pollard
Trust Data Analyst

Prince Regent Street Trust Core School Improvement Offer:

Our school improvement strategy is based on ensuring the best quality education for every child in our care and centres on our core values of excellence, opportunity and partnership; it reflects our trust values, ethos and principles statements. A proactive approach is at the heart of our strategy. Devised in partnership with our trust and partner schools, it offers a range of school improvement opportunities to enable our schools, staff and pupils to flourish and aims to provide educational excellence for all.

Our core offer focuses on excellence for our Prince Regent Street Trust schools. Our schools are our key priority and we will heavily invest in each, by creating a bespoke package of support in consultation with school leaders and staff. Our strategic programme of improvement opportunities underpinned by support and challenge, and ensuring accountability, is implemented across the academic year to fully meet the needs of the individual school. Central to our offer, are a range of opportunities intended to develop our motivated, inspirational and skilled leaders and staff and to allow them to share their experiences and expertise in a range of school improvement forums.

As a result of effective communication, partnership working and ongoing monitoring, our central team are able to swiftly identify and support our schools in addressing any emerging concerns. Alongside our core offer, in consultation with our Director of School Improvement, we create a bespoke approach to school improvement to meet the individual needs of our trust.

Our trust schools have access to the core offer outlined below. This highlights our trust values, ethos and principles statements (the 'what') as well as 'how' we will achieve our aims. Our partner schools have access to many of the opportunities shown, with other schools also able to broker some opportunities on request.

How the values, ethos, trust principles and purpose are reflected in our vision:

EXCELLENCE	OPPORTUNITY	PARTNERSHIPS
VALUES, ETHOS AND TRUST PRINCIPLES		
Hold in regard the schools' autonomy through valuing their self-evaluation and other evaluations	Further the equality of opportunity across the Trust as a whole. Aiming to eliminate discrimination through fostering good relationships	Create, maintain and foster strong relationships between member schools and the Trust
Promote a school led system as the principal driver for constructing sustainable school improvement , for sharing good practice and being held to account.	Support schools in their provision for vulnerable learners within school setting and beyond.	Encourage a genuine sense of shared responsibility with children, parents and other stakeholder in relation to behaviour for learning and attendance
Intervene at the earliest opportunity and commission bespoke support to prevent schools becoming a cause for concern.		Promote effective partnership and collaboration , to identify, share and develop outstanding practice
Take into account the myriad of factors that impact on pupil progress and attainment across all phases		

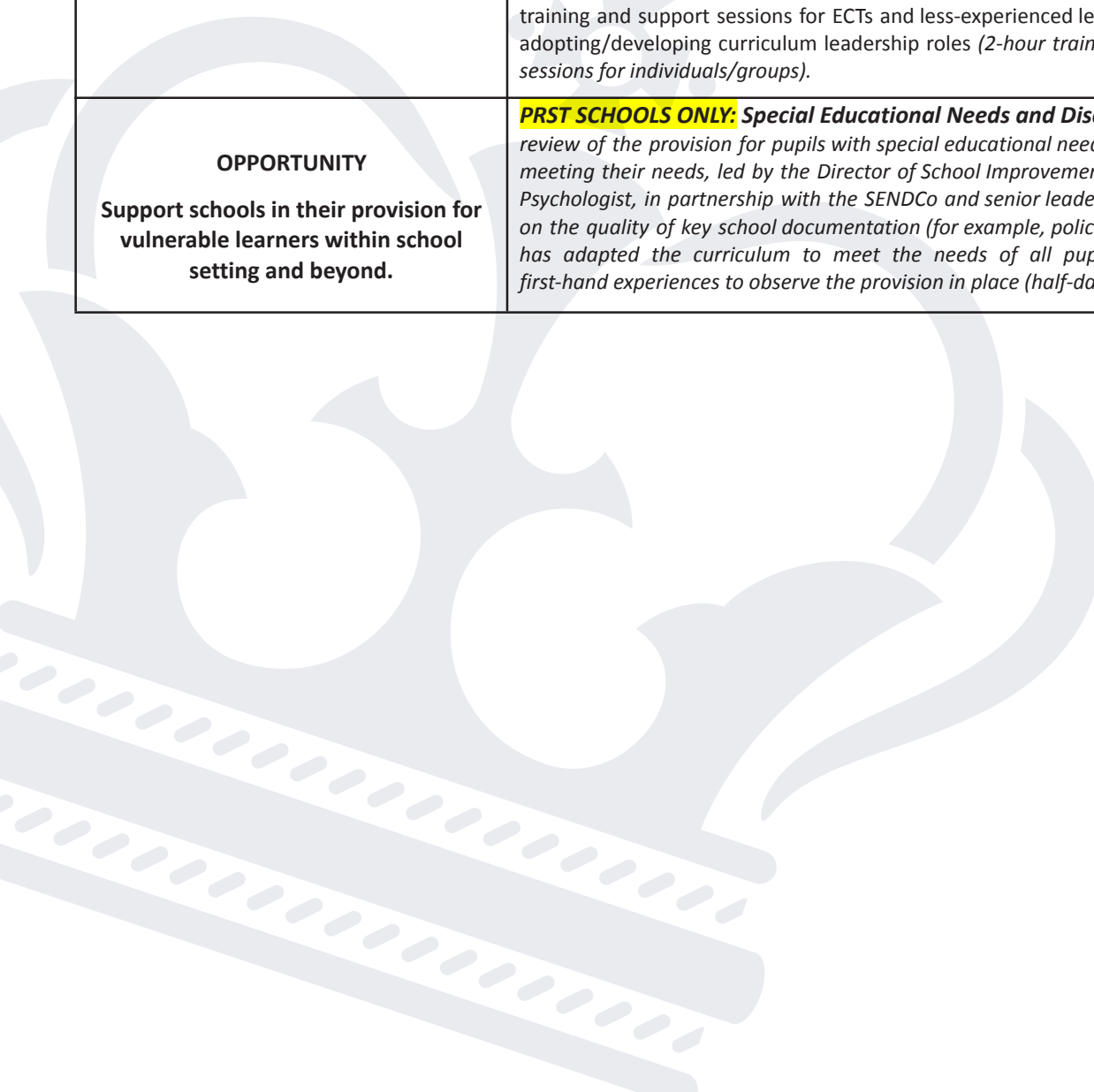
SUMMARY OF OUR SCHOOL IMPROVEMENT OFFER

VALUES, ETHOS AND PRINCIPLES:	OFFER FOR SCHOOLS
<p style="text-align: center;">EXCELLENCE</p> <p style="text-align: center;">Hold in regard the schools' autonomy through valuing their self-evaluation and other evaluations</p>	<p>PRST SCHOOLS ONLY: SEF Stakeholder Development Session: <i>creating a document in which all stakeholders have ownership and which presents a positive, accurate view of your school, is key. We can provide a focused visit to support leaders with creating a SEF which is evaluative, impact-focused and truly representative of the school's current position (half-day session).</i></p> <p>'SEF in Action' visit: <i>we can provide a 'SEF in action' session; an opportunity to spend a day/half day in school and working in partnership with school leaders to evidence the content of the SEF. As a result, you can be confident that the content can be supported by evidence and that it is truly a document which reflects the day-to-day experiences of pupils at your school (half-day or full-day session).</i></p> <p>Section of SEF 'in Action' visit: <i>alternatively, we provide a 'SEF in action' session focused on one section of your SEF (for example, the quality of education or early years). This is an opportunity to spend a half day in school, working in partnership with school leaders to evidence the content of the relevant SEF section. As a result, you can be confident the content, and your self-evaluation judgement is accurate and can be supported by evidence (half-day session).</i></p> <p>Supporting School Development/Improvement Planning: <i>an opportunity to share, reflect on and discuss your current key school improvement priorities, including how you plan to address these (half-day session).</i></p> <p>Strategic Improvement Review (SIR): <i>structure a session to evidence the progress your school has made against the school improvement plan priorities. Create a range of experiences (for example, monitoring opportunities including pupil and staff voice, lesson visits or book scrutiny and/or meetings with staff and leaders) which will reassure you that the action taken to address your identified priorities has proved effective (half-day or full-day session).</i></p>
<p style="text-align: center;">EXCELLENCE</p> <p style="text-align: center;">Promote a school led system as the principal driver for constructing sustainable school improvement, for sharing good practice and being held to account</p>	<p>PRST SCHOOLS ONLY: 'Sharing the story' Forums: <i>these termly forums involving headteachers or senior leaders, provide opportunities to share the school's key documentation and to clearly articulate the content. You will receive robust challenge from colleagues in relation to the content of the documents, as well as offers of support for continuing your school improvement journey (half-day session).</i></p> <p>PRST SCHOOLS ONLY: Phase Evaluations: <i>an opportunity, in partnership with school leaders and staff, to review the quality of education, strengths and areas for development of each primary phase (for example, lower key stage 2) (half-day session).</i></p> <p>PRST SCHOOLS ONLY: School Impact and Evaluation Summaries at Governing Body Meetings: <i>CEO and Director of School Improvement will provide an evaluative summary of current school performance at termly GB meetings.</i></p>

VALUES, ETHOS AND TRUST:	OFFER FOR SCHOOLS
<p style="text-align: center;">EXCELLENCE</p> <p>Promote a school led system as the principal driver for constructing sustainable school improvement, for sharing good practice and being held to account</p>	<p>Peer Reviews: working in partnership with a local school, participate in termly peer reviews focused on evaluating aspects of the school’s practice. Teams, made up of experienced colleagues from trust and currently seven partner schools, will evaluate key aspects of your provision (<i>full-day session</i>).</p> <p>Early Years Evaluation: an opportunity to focus on the quality and effectiveness of your school’s early years provision. The session will focus on the four guiding principles of the EYFS statutory framework in action, including the support for each unique child, the quality of the learning environment, the impact of the relationships established and the quality of the early years’ curriculum. Aspects of safeguarding and welfare will also be evaluated (<i>half-day or full-day session</i>).</p> <p>Foundation Subject Working Parties: half-termly network meetings for all foundation subject, R.E. and PSHCE Leads.</p> <p>Teaching Assistant Networks: half-termly network meetings for teaching assistants to share experiences and expertise.</p>
<p style="text-align: center;">EXCELLENCE</p> <p>Intervene at the earliest opportunity and commission bespoke support to prevent schools becoming a cause for concern</p>	<p>PRST SCHOOLS ONLY: Preparation for, and Support During, Ofsted Inspection: bespoke support for preparing for an Ofsted inspection, as well as unlimited support during the inspection process.</p> <p>Partnership Improvement Review (PIR): an in-depth, team review of the overall effectiveness of your school with a focus on the quality of education, behaviour and attitudes, personal development and leadership and management. The team will consist of experienced colleagues including the trust CEO, Director of School Improvement and members of the central team, as well as experienced headteachers and senior leaders (where appropriate) (<i>2-day process</i>).</p> <p>‘Telling your curriculum story’ sessions for curriculum leaders: a full-day/half-day session consisting of meetings with individual curriculum leaders/teams which will provide an opportunity for them to ‘tell the story’ of their subject. A concise evaluation of consistent strengths and areas for improvement, as well as individual feedback will be provided (<i>full-day or half-day session</i>).</p>

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<p style="text-align: center;">EXCELLENCE</p> <p>Intervene at the earliest opportunity and commission bespoke support to prevent schools becoming a cause for concern</p>	<p>Subject Evaluation Summaries: a full/half-day session offering an in-depth evaluation of a subject through a range of monitoring and evaluation opportunities. A concise evaluation of consistent strengths and areas for improvement, as well as verbal feedback to curriculum leaders and senior leaders, will be provided (<i>half-day session</i>).</p>
<p style="text-align: center;">EXCELLENCE</p> <p>Take into account the myriad of factors that impact on pupil progress and attainment across all phases</p>	<p>PRST SCHOOLS ONLY Preparation for external moderation: support sessions for Year 2 and 6 staff in the summer term to prepare for the external moderation process (<i>half-day session</i>).</p> <p>PRST SCHOOLS ONLY: Challenge and Support at Pupil Progress Meetings: termly challenge and support meetings to review the termly 'data drop' for reading, writing and mathematics. Support with developing a strategic plan for improvement to address the issues raised. Ensure a cyclical approach by monitoring the impact of the action taken on pupil outcomes at each meeting (<i>one meeting each term</i>).</p> <p>Core Subject Assessment and Moderation sessions: reading, writing and mathematics moderation sessions focused on ensuring the accuracy of teacher assessment and that there is sufficient evidence to support judgements. Robust challenge and support will be provided by colleagues (<i>half day sessions each half-term</i>).</p> <p>Foundation Subject Assessment Forums: meet with foundation subject leaders to explore approaches to foundation subject assessment in schools. Opportunities for leaders to reflect on their approach to assessment and to share assessment-related experiences and expertise (<i>one and half hour sessions each term</i>).</p>

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<p style="text-align: center;">OPPORTUNITY</p> <p>Further the equality of opportunity across the Trust as a whole. Aiming to eliminate discrimination through fostering good relationships</p>	<p>PRST SCHOOLS ONLY: Teaching in partner schools: colleagues will have opportunities to experience ‘a day in the life’ of trust schools. This will involve observations, team teaching and/or leading lessons and will provide exposure to the school’s behaviour management strategies, aspects of the curriculum and pedagogical approaches (a bespoke programme will be created for members of staff).</p> <p>PRST SCHOOLS ONLY: Professional Development for Teaching Assistants: opportunities for teaching assistants to participate in teaching and learning experiences in trust schools. Bespoke support for individuals and groups will be considered on request (a bespoke programme will be created for members of staff).</p> <p>PRST SCHOOLS ONLY: Vision and Values Committee: termly meetings involving representatives from across the school community. An opportunity to gauge the views of stakeholders on a range of school issues and to adapt our school improvement offer to reflect need (termly meetings).</p> <p>Preparation for Curriculum Leadership (ECTs/less experienced leaders): training and support sessions for ECTs and less-experienced leaders in preparation for adopting/developing curriculum leadership roles (2-hour training sessions or bespoke sessions for individuals/groups).</p>
<p style="text-align: center;">OPPORTUNITY</p> <p>Support schools in their provision for vulnerable learners within school setting and beyond.</p>	<p>PRST SCHOOLS ONLY: Special Educational Needs and Disabilities Evaluation: a review of the provision for pupils with special educational needs and how the school is meeting their needs, led by the Director of School Improvement and Trust Educational Psychologist, in partnership with the SENDCo and senior leaders. The review will focus on the quality of key school documentation (for example, policies, etc), how the school has adapted the curriculum to meet the needs of all pupils and should provide first-hand experiences to observe the provision in place (half-day session).</p>



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<p>PARTNERSHIPS</p> <p>Create, maintain and foster strong relationships between member schools and the Trust</p>	<p>PRST SCHOOLS ONLY: Trust-wide Events and Professional Development: opportunities for leaders and staff to network and to share experiences and expertise. Events will include annual conferences and joint CPD experiences.</p> <p>Headteacher Board Meetings: meetings every two weeks involving headteachers from PRST and our partner schools, focusing on local and national educational developments and providing opportunities to network and to share expertise (2-hour meeting every two weeks).</p>
<p>PARTNERSHIPS</p> <p>Promote effective partnership and collaboration, to identify, share and develop outstanding practice</p>	<p>Peer Networks (EYFS, SEND, Senior Leaders and Teaching Assistants): half-termly meetings for leaders from PRST and partner schools with a focus on key aspects of school improvement (half-termly meetings).</p> <p>Curriculum Working Parties (English, Maths and Science): sessions should ensure that colleagues can network, and are supported in strengthening or adapting their curriculum through effective collaboration and the sharing of expertise. Attendees will leave informed and inspired and effective communication will be ongoing between meetings through the creation of virtual curriculum leader forums (half-termly meetings).</p> <p>Celebration events for pupils and parents/carers:</p> <ul style="list-style-type: none"> ● PTA collaborations ● PTA / Governor awards ● Trust Wide Pupil Sports Festivals ● Trust Wide Pupil Arts Festivals (Music / Drama) ● Trust Wide Pupil debating clubs ● Trust Wide Pupil competition (Writing / Maths / DT (Science/STEM))

STAFF TRAINING OPPORTUNITIES (2-hour sessions)

Investment in leaders and staff is a key driver in ensuring success. We have developed a range of continuing professional development opportunities for staff aimed at securing their knowledge and understanding of current educational issues. These sessions can be brokered by schools, but will also be hosted centrally.

An Introduction to Curriculum Leadership:

Understand the implications of the Ofsted framework for newly appointed/inexperienced curriculum leadership. Provide opportunities to reflect on, and articulate your impact as a curriculum leader.

Preparing for a 'Deep Dive':

Explore what is meant by the 'quality of education'. Consider 'intent, implementation and impact' in depth. Explore Ofsted's 'deep dive' activities and reflect on the programme of monitoring and evaluation in your school.

What to Expect During Inspection:

Strengthen knowledge of the Section 8 and Section 5 inspection experience. Reflect on how best to prepare for inspection

CPD OPPORTUNITIES FOR GOVERNORS (one and half-hour sessions)

We recognise the role of governors in ensuring leaders and staff receive appropriate support and challenge. To ensure governors are well equipped to provide this we have devised a set of professional development opportunities aimed at securing their knowledge and understanding of a range of current educational matters. These sessions can be brokered by schools, but will also be hosted centrally.

A Journey through the Curriculum?

Understanding some of the key components of an effective curriculum;
Further explore what is meant by intent, implementation and impact.
Developing strategies for holding school leaders to account for the quality of education provided by their school.

The Ofsted Experience – What You Need to Know!

A brief overview of the Ofsted Education Inspection Framework (EIF).
Support governors in reflecting on their impact and considering the implications for their work.

Key School Documentation – The Role of the SEF and SIP:

Explore key school documentation, and as a result, be able to articulate school strengths and areas for improvement.
Consider the role of monitoring in facilitating school improvement.
Encourage reflection and sharing of good practice.

The Revised Early Years Foundation Stage Statutory Framework: The Headlines:

Strengthen understanding of the key changes to the new statutory framework for the early years foundation stage.
Reflect on the implications of the changes for your school and for your role as a governor

Making Sense of Data and Assessment in the Primary School:

Understand the place of assessment in primary schools and within effective teaching and learning.
Understand how to use assessment information to challenge school leaders.
Strengthen knowledge of statutory assessment expectations.

Q and A Sessions for Governors:

An opportunity for governors to meet with the central team and to ask any education-related questions; as a result, they will be able to provide additional support and challenge for school leaders **(1 hour session)**.

PARTNERSHIP IMPROVEMENT REVIEWS (TWO-DAY REVIEW)

Partnership Improvement Review:

A partnership review will take place across two consecutive days. The review will include an evaluation of key documentation, senior leader interviews, subject leader interviews, learning walks, lesson observations across the School and in-depth analysis of chosen subjects. The Partnership review will be completed by three Prince Regent Street Trust Education Leaders, Julia Armstrong - CEO & Lead, Keith Morrison - Director of School Improvement and a Senior Leader or Headteacher from one of our schools.

Once complete an evaluative report will be provided detailing strengths and any identified areas for development.

ADDITIONAL SERVICES

Data Challenge Review: School Headteacher or SLT to provide current internal data to the Trust Data Analyst, who will analyse, with CEO & DSI, and then provide feedback. A report is then created and shared with the Headteacher & SLT with several visual comparison tools to highlight key metrics, gaps or identified areas for development. Examples of analysis we could undertake are as follows:

- Gaps between vulnerable groups
- Differences between Tests and Teacher Assessments
- Statutory focus from prior attainment groups
- Target setting
- Core & Foundation subject progression focus – based to data provided

These options are not exhaustive of this service. If any additional areas are required please enquire and we will facilitate within our review.

Data / Assessment Lead, bespoke support: our Trust Data Analyst can provide enhanced support to governors, senior, middle and curriculum leaders; teaching and non-teaching staff in your school, review processes and systems and help streamline or create efficiencies in workload.

Headteacher Appraisal: up to one day dedicated to supporting governors in their statutory role of ensuring headteacher performance management on an annual basis. This meeting will focus upon both a review of performance from the previous year and the setting of appropriate objectives for the forthcoming year. Will include a pre-appraisal evaluation of supporting documentation and a written report for consideration.

Our Purpose and the Impact of our School Improvement Offer:

- The Prince Regent Street Trust has a proven track record of sustained school improvement
- At least good levels of achievement for all children with many children achieving outstanding outcomes.
- Teaching and learning is consistently of a high standard
- Effective leadership and governance in all of our schools
- Access to high quality professional development for staff, has enabled sustained and continual improvement and has developed a workforce in line with future succession planning needs.
- Opportunities for the identification and dissemination of effective practice and engagement in research and development including teacher inquiry.
- Safe, nurturing and happy schools with fair access and equality and opportunity for all.
- Affordability and value for money.



PRINCE REGENT

STREET TRUST

Contact Details:

Julia Armstrong, Chief Executive Officer – Julia.Armstrong@princeregenttrust.co.uk / 07538 522 223

Ryan Powner, Chief Finance & Operations Officer – Ryan.Powner@princeregenttrust.co.uk / 07889 022 807

Keith Morrison, Director of School Improvement – Keith.Morrison@princeregenttrust.co.uk / 07513 726 719

Central Office – admin@princeregenttrust.co.uk / 01642 425 116

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