Quality of Education Handbook

Vision

To be a centre of excellence in evidence-informed and innovative relational education, in Greater Manchester, where children experience nurture and success, going on to lead happier, more productive lives.

Values

1. Compassionate Relationships
We foster positive, understanding, and respectful connections, encouraging empathy, a sense of belonging, and the capacity to build strong relationships within and beyond the school community.

2. Excellence Through Collaboration
We believe that partnerships with families, communities, and professionals foster innovation and achieve the highest standards of education, whilst nurturing socially aware and compassionate individuals.

3. Equity and Excellence for All
We are dedicated to personal growth and achievement, celebrating diverse strengths and backgrounds to ensure every individual can thrive and succeed together.

Purpose

The purpose of this quality of education handbook is to support all schools within the trust to maintain high educational standards and opportunities for all pupils. The way we will do this is set out in the overall Quality of Education Strategy (appendix 1). The handbook ensures that all schools are aligned with the Trust's vision and values, promoting consistency in the educational experiences for all pupils. Additionally, it supports a culture of continuous improvement which is driven from the inside out and focuses on culture, leadership and teaching practices within a school before seeking external solutions. The Trust recognises that each school knows their community best. Ambition Community Trust wants to champion and support individual schools to drive improvement in their unique school community.

Values

The Trust's Strategic Objectives

The trust will base its strategic objectives on a combination of its vision, purpose, values and the specific needs of its schools and communities.

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Quality Assurance

The Trust is responsible for creating a comprehensive quality assurance framework. The Trust holds a central responsibility for ensuring that all schools within the Trust maintain high standards of education and operate effectively. This responsibility extends to overseeing the quality assurance processes to ensure that each school delivers a consistent high-quality education for their individual school community. Whilst there will be some centralised reports to support the quality assurance process, schools will be encouraged to develop their own effective policies and procedures to oversee the monitoring of teaching and learning in their own school community. The Trust will however support and oversee:

- That there is high-quality teaching and learning in all schools
- Developing innovative and evidence-based pedagogical practices
- The raising attainment and progress for all pupils across the Trust
- Closing attainment gaps for disadvantaged, SEND and underperforming groups
- That a broad and balanced, ambitious curriculum is tailored to the needs of all learners

Self-Audits

We recognise that head teachers know their school's the best. As part of the quality assurance process, we want to ensure that all schools effectively identify where their strengths and areas for development are. Prior to the first quality assurance visit, schools will be requested to complete an online self-evaluation through Edhive identifying the strengths and areas for development in: Teaching and learning, Leadership, Personal development, attitude and behaviour, curriculum and pupil support. This will form part of the professional discussion within quality assurance visits. Prior to the second quality assurance visit, schools will be requested to update this.

Quality assurance visits

Within Ambition Community Trust, each school will receive two quality assurance visits across the school year which will happen in the Autumn and the Summer term.

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The quality assurance visits will be carried out by a member of the executive team, someone who is knowledgeable about the school and its context. By the end of each visit, a formal record (appendix 2) of the visit will be produced for headteachers to share with their local governing body and for the executive team member to take back to the Quality of Education Committee.

During the visit, professional discussions will take place with the head teachers and senior leaders and the following documentation should be made available to support the discussion:

- Statutory data/ISDR
- School Improvement Plan
- Internal data
- Current attendance data

As part of celebrating what the school is achieving, and seeing some of these achievements in action, a learning walk around the school and discussions with children will also contribute to the report.

The Trust will collect and analyse data for pupil progress, attainment, attendance and behaviour across all schools to support in identifying trends, areas of strength and areas for development in schools and across the Trust as a whole.

As part of the quality assurance as a whole, the Trust will ensure that individual schools are meeting statutory requirements in relationship to safeguarding, health and safety, policies, website information, teaching and learning and curriculum opportunities.

Quality of Education Committee

The quality of education committee is made up of members of the executive team and trustees. They will meet three times a year and ensure that they have a clear overview of each school within the Trust. They will seek to provide the support and resources where necessary and provide strategic direction for the Trust as whole in continuing to provide the best possible opportunities and educational outcomes for all pupils.

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Meeting Agenda:

Meeting 1: October

- Review of data dashboard and ISDR- linked with outcomes, attendance, suspensions and exclusions
- School's self-evaluations
- The school quality assurance reports
- OFSTED framework
- Policies

Meeting 2: February

- School improvement work
- Areas of best practice and collaboration
- Learning Circles
- Relevant CPD
- Review of the Trust development plan linked to Q of E
- Policies

Meeting 3: June

- Review progress of schools and how well the Trust has supported the school's development
- The school quality assurance reports
- Trust's quality of education priorities
- Policies

Headteacher Performance Management

The Trust will oversee the performance management of all of the head teachers to ensure that each school leaders stays aligned with the vision and values of the Trust as well as ensuring that there is consistency in how headteachers are held accountable and supported with their own professional development. The performance management will be carried out by the CEO and a reputable and knowledgeable external source.

Performance Management for Teachers

Headteachers within each school will ensure that there is a robust appraisal system in place in their school in line with the Trust policy. To support in quality assuring this process, headteachers will be asked to share their process and provide examples of targets set with staff in their

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Targeted Interventions

Based on quality assurance findings or where a school requests extra support, the trust will provide targeted support for schools that require improvement. This may include, but not restricted to, access to more expertise within the Trust, external expertise if necessary or additional resources.

School Improvement

Sharing Best Practices

Ambition Community Trust will foster collaboration between schools by promoting the sharing of best practices, successful strategies, and innovations that have proven to be effective. Within the Trust, we believe that by leveraging the strengths of each school and creating a culture of mutual support, collaboration leads to accelerated school improvement, benefitting both staff and pupils across the whole of the Trust.

Spring Term

Whilst there will be no formal quality assurance visit within the Spring term, schools will be encouraged to collaborate on shared areas of development. This work will be facilitated by the Deputy CEO. The collaboration will take many forms, but head teachers will be asked to create links with others beyond their own setting to support school improvement across the Trust.

Where a school may like a Spring visit, the headteacher will agree a focus area with the executive team and they will provide a written report (appendix 3) on findings and further recommendations to consider.

Learning Circles

The Trust will facilitate opportunities for subject leaders across the Trust to work and collaborate together in order to create a network of support, reduce isolation and provide a platform for ongoing dialogue and professional exchange. Opportunities will be created where subject leaders can exchange ideas and develop knowledge of how best to teach their subject. The learning circles will provide opportunities for peer support, mentoring and coaching which will enhance leadership skills and

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knowledge. Reflective practice will be encouraged which will lead to professional growth and continuous improvement.

Learning circles will be facilitated by the Trust twice a year. Meetings will take place from 4.00-5.30 across different schools within the Trust. Headteachers will be asked to ensure that this forms part of a twilight or to consider how to ensure that staff are just completing their directed hours to support overall workload and wellbeing.

Whilst learning circles will be overseen by the deputy CEO, experienced staff from across the schools will be used to help facilitate the meetings and one meeting will be led from an external source to continue to develop key knowledge.

Other professional development opportunities

- Each year, the Trust will host an annual INSET day which all staff from each school will be expected to attend. This event will ensure that schools are consistently aware of the Trust's vision and values, and it will be providing an overview of the strategic direction of the Trust. This will take place early Autumn term.
- The Deputy CEO will work with trustees and headteachers to consider what the trends are across the Trust and the key areas of development. CPD opportunities will be designed on an annual basis to cater for these needs. The trust will facilitate external expertise on at least two occasions across the year to support strategic areas of development.

Coaching

Coaching is a powerful tool for school improvement because it:

- focuses on practical, evidence-based teaching and leadership strategies
- Provides personalised, sustained support.
- Enhances collaboration and builds a culture of shared responsibility for success.

Across the Trust, we will encourage coaching to be embedded within each school to develop staff performance and improve pupil outcomes. The Trust will provide opportunities to collaborate with other schools to develop and embed this, as well as ongoing training to support effective implementation.

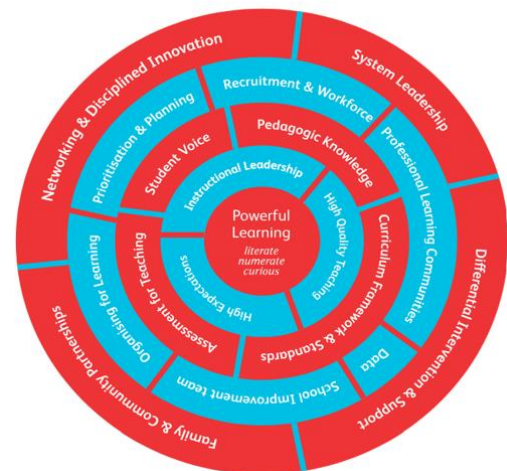**Transforming the lives of children and their communities**

Appendix 1

Ambition Community Trust

Quality of Education Strategy- Key Objectives

Ambition Community Trust fosters internal growth and development for sustainable School Improvement. Our approach strengthens school's core systems, culture and practices by empowering all staff and pupils to drive positive change.

We want to ensure that learning conditions within each of our schools enable all pupils to reach their potential and therefore we have a supportive and shared view on the Trust's School Improvement Strategy that will be adopted across all of our schools for growth, capacity building and positive pupil outcomes

We want to build our school improvement from the inside out and focus on culture, leadership and teaching practices within a school before seeking external solutions or reforms. This fosters ownership, sustainability and relevance for all of our schools. It focuses on the unique culture, strengths and challenges of a school community driving improvement from those most invested in pupil success.

Quality of Education	
In Autumn 1 and summer 2 headteachers will participate in a QA visit to provide a comprehensive picture of their school. The visits will discuss school improvement plans; educational targets; progress; schools will also identify a specific focus for the spring visit	
Quality Assurance and Capacity building	Supportive mechanisms and Development
• Review education standards, working with the headteachers to support the academies to achieve their	• Have an accurate and comprehensive view of the likely overall Ofsted judgement for each academy.

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optimum potential for pupils, but also challenging where the perception is that there is any room for improvement.	• Provide in-depth support for schools in the OFSTED window
• Review educational targets, subject to approval by the Board and monitor progress towards achieving targets through the development of a dashboard for all academies to communicate key data. Headteachers to provide a narrative.	• Standards panel to discuss any concerns and the best ways to manage support
• Ensure that school development priorities are effective in driving improvement and that they are linked to what the data is saying. Look at how progress is being made towards the priorities.	• To find ways for each school to share their success and to support other schools
• External quality assurance will support in headteacher appraisal	• Review the appraisal outcomes for each academy Headteacher and provide support where appropriate.

School Improvement Team	
The executive team and headteachers will meet half termly in a standards panel to drive strategic improvement across the MAT.	
Quality Assurance and Capacity building	Supportive mechanisms and Development
• Have a professional discussion about data and provide challenge, where appropriate, when the national standards are not being met.	• Discuss within the standards panel and highlight appropriate support, if necessary • Look at linking up with other schools if appropriate • Provide external support where appropriate

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	• Keep heads up to date with what is on the political agenda.
• To support school to school collaboration, which supports the school improvement with each school	• Facilitate connections between schools who are looking at the same priorities and encourage staff to work in a collaborative manner.
• Develop a coaching model, from an external or internal perspective for headteachers	• Linking new headteacher up with a mentor • Ensure that there are links between the headteachers to share expertise • Provide external coaching

Professional Development for All Staff
Ambition Community Trust recognises that effective CPD support lies at the heart of school improvement. Whilst individual school's will prioritise CPD, the Trust will also provide ongoing support and opportunities to upskill staff and capacity build across the Trust.
• Annual Trust Day
• A programme of professional development focussed on key priorities for our academies, as well as national priorities.
• A strong induction programme ensuring all staff understand the culture and ethos of the Trust.
• Bespoke internal training and support for all groups of staff across the Trust, as required providing the opportunity for cross-collaboration and networking.
• Learning circles – subject leaders across the school will have the opportunity to share and develop practice in their subject area. Existing strong subject leaders will be appointed to help facilitate this model. At least one meeting will be 'expert' driven via a consultant to further develop pedagogy and pedagogical knowledge so that this can be applied to each individual school in a way that suits them. These will take place up to three times a year.
• Internal brokering of school improvement opportunities and sharing best practice

Leadership and Development
We recognise that strong leadership has a significant impact on pupil achievement and we know that leaders who are well developed are then

in the best place to create a school environment that prioritises pupil learning and success. Well developed leaders foster collaboration, inspire growth, manage resources effectively and ensure that schools are adaptable and equitable. Therefore, sustained leadership development and ensuring that effective succession planning is in place is crucial to the ongoing school improvement.

Quality Assurance and Capacity building	Supportive mechanisms and Development
• Half termly individual Headteacher meetings led by the Chief Executive Officer focussing on a range of aspects of academies including the quality of education, staffing, finance, building, financial position	• To develop a trust-wide leadership programme that supports succession planning and the trust growth strategy.
• Developing a Trust wide 'leadership standard' which is used to hold leaders at all levels to account.	• Take responsibility for the well-being of all school headteachers.
• To invest in Leaders of the future across each school.	• Leadership Development programme for leaders at different levels, including NPQs (and opportunities for facilitation)
• To draw on current research and training to upskill leaders at all levels within each academy.	• To develop a trust-wide leadership programme that supports succession planning and the trust growth strategy.

Appendix 2

Ambition Community Trust fosters internal growth and development for sustainable School Improvement. Our approach strengthens school's core systems, culture and practices by empowering all staff and pupils to drive positive change.

Autumn Visit

School Name	
Headteacher	
Chair of Governors	

Basic characteristics of the school

Number of pupils **Do you have falling numbers?**	
% eligible for pupil premium	
Number of EHCP's	
Number of LAC	
Number linked to social care-CIN/CP	

Self-Evaluation

Last OFSTED inspection and grading	
Quality of Education	
Behaviour and Attitudes	
Personal Development	

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Leadership and Management	
EYFS	

Headline Data

Key Information	School Picture		National	
Overall attendance				
% persistent absenteeism				
Suspensions				
Reading	Expected	GD		
Writing	Expected	GD		
Maths	Expected	GD		
Combined	Expected	GD		
SPAG	Expected	GD		
Times table Check				
Phonics				
Reception GLD				
Narrative about data				

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School Improvement Priorities

Priority 1	
Priority 2	
Priority 3	
Priority 4	
Priority 5	

Narrative and rationale for the key priorities

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Wider context

Challenge	What have you put in place?	Any support required from the Trust?
1		
2		
3		

Reviewer's Observations and Comments

How will you develop collaboration with others in the Spring term?

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Safeguarding check

Any other comments

Ambition Community Trust fosters internal growth and development for sustainable School Improvement. Our approach strengthens school's core systems, culture and practices by empowering all staff and pupils to drive positive change.

Autumn Visit- Special Schools

School Name	
Headteacher	
Chair of Governors	

Basic characteristics of the school

Number of pupils	
% eligible for pupil premium	
Number of LAC	
Number linked to social care- CIN/CP	
General Context	

Self-Evaluation

Last OFSTED inspection and grading	
Quality of Education	
Behaviour and Attitudes	
Personal Development	

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Leadership and Management	

Headline Data

Overall attendance	
% persistent absenteeism	
Suspensions	

KS3				
English	No academic progress (%)	Good progress	Exceptional progress	Outstanding progress
Maths	No academic progress (%)	Good progress	Exceptional progress	Outstanding progress
Science	No academic progress (%)	Good progress	Exceptional progress	Outstanding progress
PE	No academic progress (%)	Good progress	Exceptional progress	Outstanding progress
Humanities	No academic progress (%)	Good progress	Exceptional progress	Outstanding progress
Food	No academic progress (%)	Good progress	Exceptional progress	Outstanding progress
ICT	No academic progress (%)	Good progress	Exceptional progress	Outstanding progress
Art	No academic progress (%)	Good progress	Exceptional progress	Outstanding progress

Reading and Writing Progress	
Reading age progress – months	
Spelling age progress – months	
Writing age progress - months	

KS4	
4+ English	
4+ Maths	
4+ En and Ma	

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5 or more GCSEs	
1 or more qualification	

Subject	Residual value	% Reaching target

School Improvement Priorities

Priority 1	
Priority 2	
Priority 3	
Priority 4	
Priority 5	

Narrative and rationale for the key priorities

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Wider context

Challenge	What have you put in place?	Any support required from the Trust?
1		
2		
3		

Reviewer's Observations and Comments

Key Focus for the Spring term

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Safeguarding check

Any other comments

Ambition Community Trust fosters internal growth and development for sustainable School Improvement. Our approach strengthens school's core systems, culture and practices by empowering all staff and pupils to drive positive change.

Summer Visit

School Name	
Headteacher	
Chair of Governors	

Relevant changes in context since the Autumn term

Any circumstances that have inhibited progress towards your School Improvement Priorities.

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Progress linked to School Improvement Priorities

Priority 1	
Priority 2	
Priority 3	
Priority 4	
Priority 5	

Safeguarding update

Other things the school would like to celebrate

Impact of the CPD offer on the school

Does the school have any further/new capacity to support school improvement across the Trust? Do you require further support?

Are there any key staffing changes/concerns for the Autumn term?

Reviewer's final comments

Appendix 3

Ambition Community Trust fosters internal growth and development for sustainable School Improvement. Our approach strengthens school's core systems, culture and practices by empowering all staff and pupils to drive positive change.

Spring Visit

School Name	
Headteacher	
Chair of Governors	
Focus Visit	

What are your enquiry questions?

Question 1	
Question 2	
Question 3	

What evidence was looked at during this visit?

Context of the focus

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Findings...

Pupil Discussions	
Book Scutinies	
Learning Walk	
Subject leader/Teacher meeting	

Overall Comments linked to focus

Any recommendations for further development

Recommendation 1	
Recommendation 2	

Any other comments