

**STRONGER TOGETHER**

Raleigh Learning Trust

**Quality of Education Development Planning Tool**

With the refocus on curriculum – the substance of what is taught in schools, it seemed timely to develop a framework that will enable all stakeholders to assess the quality of education on offer.

**Curriculum:** A framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (**intent**) ... translating that framework over time into a structure and narrative, within an institutional context (**implementation**) ... [and] evaluating what knowledge and understanding pupils have gained against expectations (**impact**).

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## Rationale

This document aims to support each academy on its journey to an outstanding quality of education, which offers the ‘best deal’ possible for the children in our care. While each academy is free to adopt a curriculum fit for its context, the Raleigh Learning Trust is accountable for ensuring that the quality of education demonstrates value for money to the public purse. Therefore, this toolkit will be:

- Supportive
- Inclusive
- Enquiring

It is worth noting, the 2018 Ofsted pilot focused their inquiry with specific groups, and these groups will need to be established to support future developments:

- Senior leaders (**intent**)
- Subject leads/teachers (**implementation**)
- Pupils (**implementation and impact**)
- Governors / Linked Trustees (**intent and impact**)

A series of templates have been developed to provide a focus for stakeholders and enable them to record progress accurately. These also define roles and responsibilities.

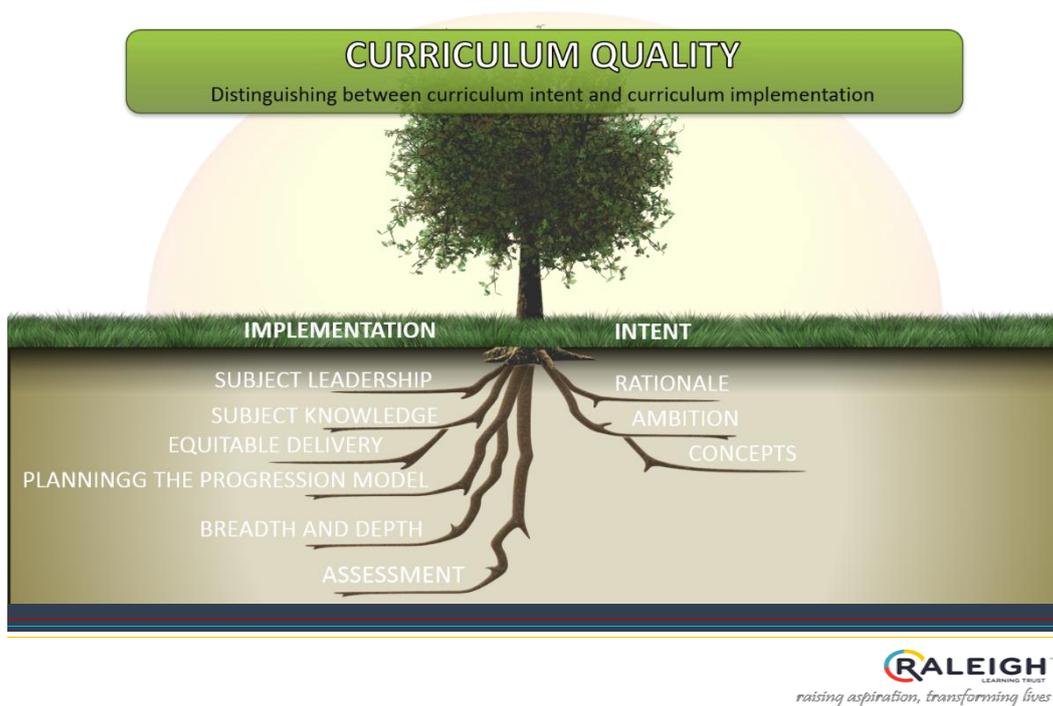
## The toolkit

The tool is a series of templates that have been developed to stimulate discussion from the ‘Board to Pupil’ and back again. This stimulus will emerge from engagement in reflective inquiry questions set out in each template. These templates are **supportive**, **inclusive**, and **enquiring** and offer a structure for evidence gathering and quality assurance activities throughout the academic year 2019 – 2020.

**Supportive:** all discussions will recognise our individual and collective starting points. In developing this tool, the Trust acknowledges we are starting at the beginning and mindful this critical period ahead is ‘evolutionary and not revolutionary’.

**Inclusive:** participants will include trustees, principals, school accountability holders, staff, pupil, and their families.

**Enquiring:** this tool will help to maintain a growth mindset during each ‘curriculum discovery journey’. It will provide a structured opportunity to develop a knowledge-rich curriculum that is relevant, meaningful and accessible to all.

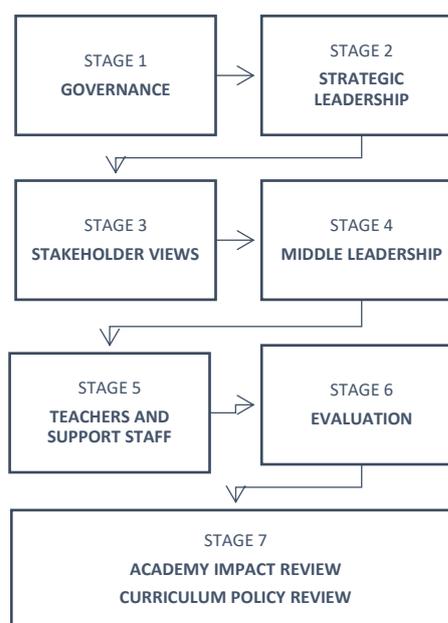


The tool will enable you to distinguish between curriculum intent and curriculum implementation - a distinction determined by Ofsted during the 2018-19 trial.

### Seven stages towards an outstanding pupil experience

The tool has been designed to develop an 'inclusive knowledge community' where the structured discussion will grow through the inquiry-based questions on each template. Stakeholder groups are proposed to ensure all stakeholders have the opportunity to express their views as we begin this development.

Completed templates will ensure you build a comprehensive evidence base for each step of the journey. Also, this evidence base will support Trust colleagues to work alongside academy leaders in a range of moderation activities.



## STAGE 1: GOVERNANCE

Trustees have undertaken two pieces of input work with the key executive staff within the Trust.

1. Introduced a new curriculum policy to guide colleagues in the expectations for all learners within Trust settings. This policy should be a clear point of referral at all points along the way.
2. Funding is being prepared to support developmental needs. Applications will be open in the autumn term.

Activity outcome

1. Board approved curriculum policy in place for 2019-20
2. Additional funding made available through pooled funds

## STAGE 2: STRATEGIC LEADERSHIP

Each Principal is encouraged to arrange a series of leadership team meetings, including the academy's linked trustee, with curriculum development as a single item. There will be occasions where there is a requirement to carry out pre-reading; these items are coded (PR).

The first discussion will steer the conversation around four key documents:

1. Trust-wide curriculum policy (PR – essential)
2. Education Inspection Framework 2019 (PR - essential)
3. An investigation into how to assess the quality of education through curriculum intent, implementation and impact. December 2018, No. 180035 (PR – desirable)
4. RLT Curriculum Toolkit (PR – desirable)

Activity outcome

1. An accurate record of the meeting, attendees and proposals.
2. Template 1 (visioning) completed.

### STAGE 3: STAKEHOLDER VIEWS

Stakeholders must include pupils and their families. Templates have not been added for this activity to enable you to design your consultation material and associated methodology. Each academy can develop an accurate picture of their curriculum experience and aspirations for the future. Also, each academy may value the opinions expressed by mainstream settings – for those young people who are keen to transition back or local employers regarding essential skills and knowledge.

#### Activity outcome

1. Summary report following stakeholder consultation.
2. Senior leadership team meeting with linked trustee meet for the second time.

The second senior leadership team meeting will focus the discussion on planning, areas of potential evidence gathering for quality assurance activities, and provide an opportunity to develop a reflective learning journal. The conversation will steer around XX key documents:

1. DRAFT summary findings from consultation activities (presentation overview by Principal)
2. Template 1: visioning (PR)

#### Activity outcome

1. Template 2: quality of education development plan

We will carry out IMPACT reviews during summer term 2020.

#### **STAGE 4: MIDDLE LEADERSHIP SELF ASSESSMENT**

Senior leaders will now have the opportunity to work alongside middle leaders to share the overall strategic vision for the academy's quality of education. Senior leaders will introduce Template 2: Curriculum intent and implementation self-assessment.

1. Supportive discussion about where each subject/department leader feels they are today and where they want to be by the beginning of Spring.
2. Senior leaders recommend reading the pre-reading material from stage 2. Middle leaders should be encouraged to read and disseminate to their teams.

#### Activity outcome

1. Initial self-assessment completed.
2. Increase awareness of this tool and changing inspection framework in each middle leaders' context.

Middle Leaders complete a series of meetings with the team to discuss the self-assessment and agree on Autumn actions.

## **STAGE 5: TEACHING AND SUPPORT STAFF**

Middle leaders will now have the opportunity to work with their phase team to share the overall strategic vision for the academy's quality of education and the completed self-assessment during STAGE 4.

1. Supportive discussion about where each team member feels they can make the best contribution to the improvement strategy based on the self-assessment.
2. Discussion about the overarching curriculum ambition and how this translates into each context (key stage) to identify what works well (WWW) and even better if (EBI)

### **Activity outcome**

1. A shared understanding of the Academy's curriculum ambition and agreed clarity related to individual next steps
2. Increase awareness of this tool and revised Ofsted framework for each phase.

Middle Leaders complete a series of meetings with the team to discuss, agree and monitor each terms action.

### **Additional STAGE 5 activity**

1. Senior leaders and the linked trustee will now gather all of this departmental evidence and complete the Quality of Education Plan.
2. Once completed, disseminate finding in a whole staff meeting that encourages enquiry and feedback.
3. The plan submitted to the CEO/DoE on completion.

## STAGE 6: EVALUATION

Each Senior and Middle Leader will come back together to review where they are against the Toolkit. The meeting will discuss the evaluation template, and complete / agree with each score.

### Activity outcome

1. Complete evaluation template with middle leaders
2. Refreshed SMART objectives identified from the template. These should be agreed and work undertaken to address gaps.
3. Senior leaders will collate all phase/department evaluation templates to review scores and the overall score for the Academy.
4. Analyse the template returns to identify any further training and development needs that go beyond one department (common factors that could inform whole school INSET).
5. ORganise a leadership team meeting with the linked trustee to discuss the findings and next steps.
6. Summary progress report created by SLT outlining where best practice is evident in the Academy.
7. Summary report submitted to CEO /DoE for approval to distribute.
8. Distribute the summary report to all staff.

## **STAGE 7: IMPACT ANALYSIS**

The Principal organises a meeting to include Senior and Middle leaders, linked trustee, CEO/DoE.

### **Meeting structure**

1. Leadership summary of overall INTENT
2. Each accountability holder will offer a brief presentation to the group based on their interpretation of the Academy's curriculum vision in their department area, utilising the self-evaluation template and actions that followed.
3. Following this discussion, each accountability holder makes an initial evidence-based judgment (quadrant) in the impact analysis template and presents their views.
4. The group should now make an overall judgement (quadrant) for the Academy.
5. Next steps discussion
6. Impact analysis documents forwarded to CEO/DoE for review.
7. The summary report developed for ALL STAKEHOLDERS (including pupils and parents)