

MAT-WIDE ACCELERATED AND SUSTAINED IMPACT

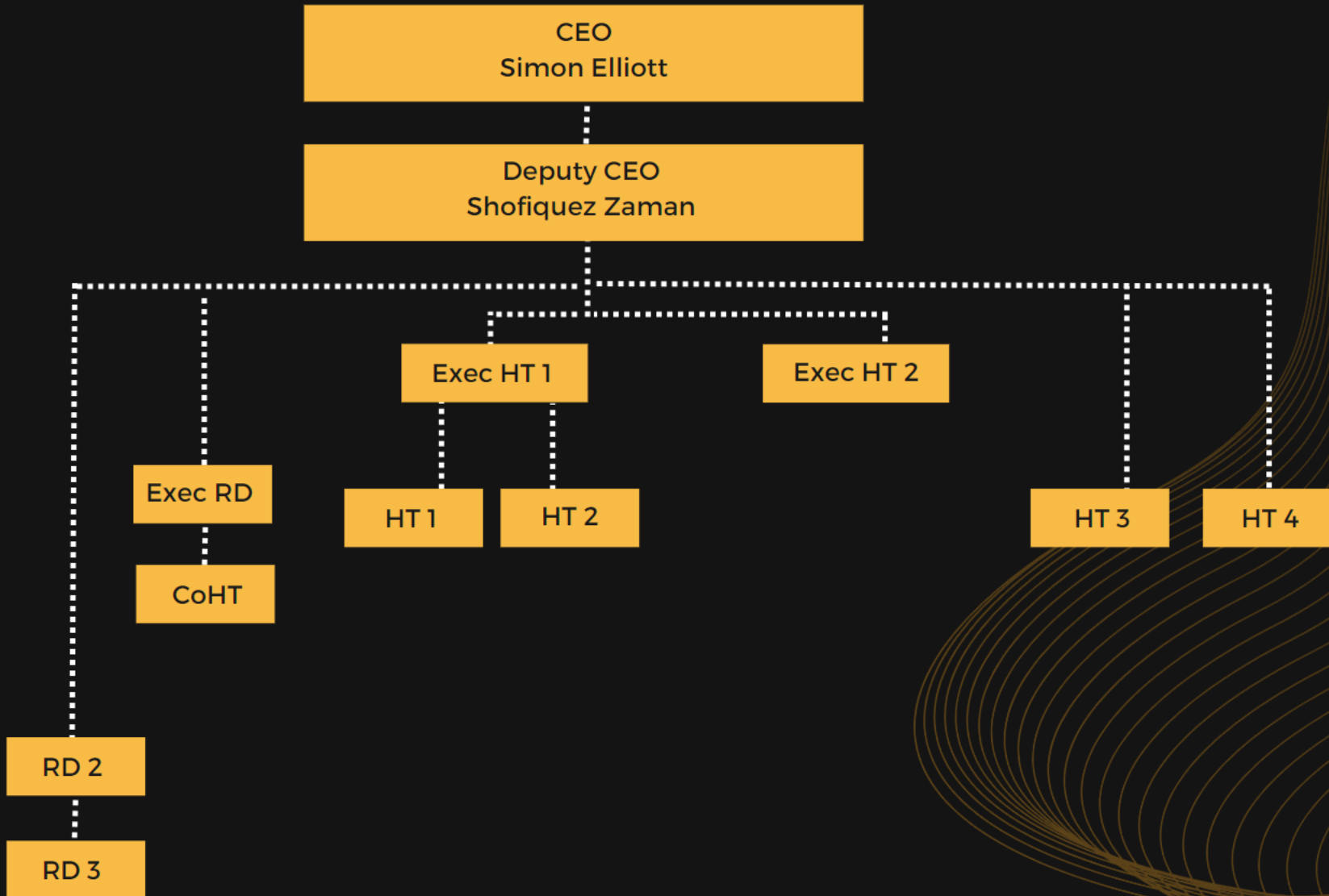
Implement a deliberate and structured approach to school improvement, including curriculum and assessment codification, a unique teaching and learning framework, and live-coaching in the classrooms.



Shofiquez Zaman
Deputy CEO
Community Schools Trust



A brief introduction



Shofiquez Zaman

@SHOFIQUEZ



Some challenges faced by UK schools

1

Funding constraints

4

Parental complaints and aggression

2

Teacher recruitment and retention

5

Special Educational Needs and Disabilities (SEND) provision

3

Pupil behaviour and wellbeing

6

Workload, administrative and accountability pressures

Challenges of a growing Trust



Standardise



Align



Autonomy



Impact at
scale

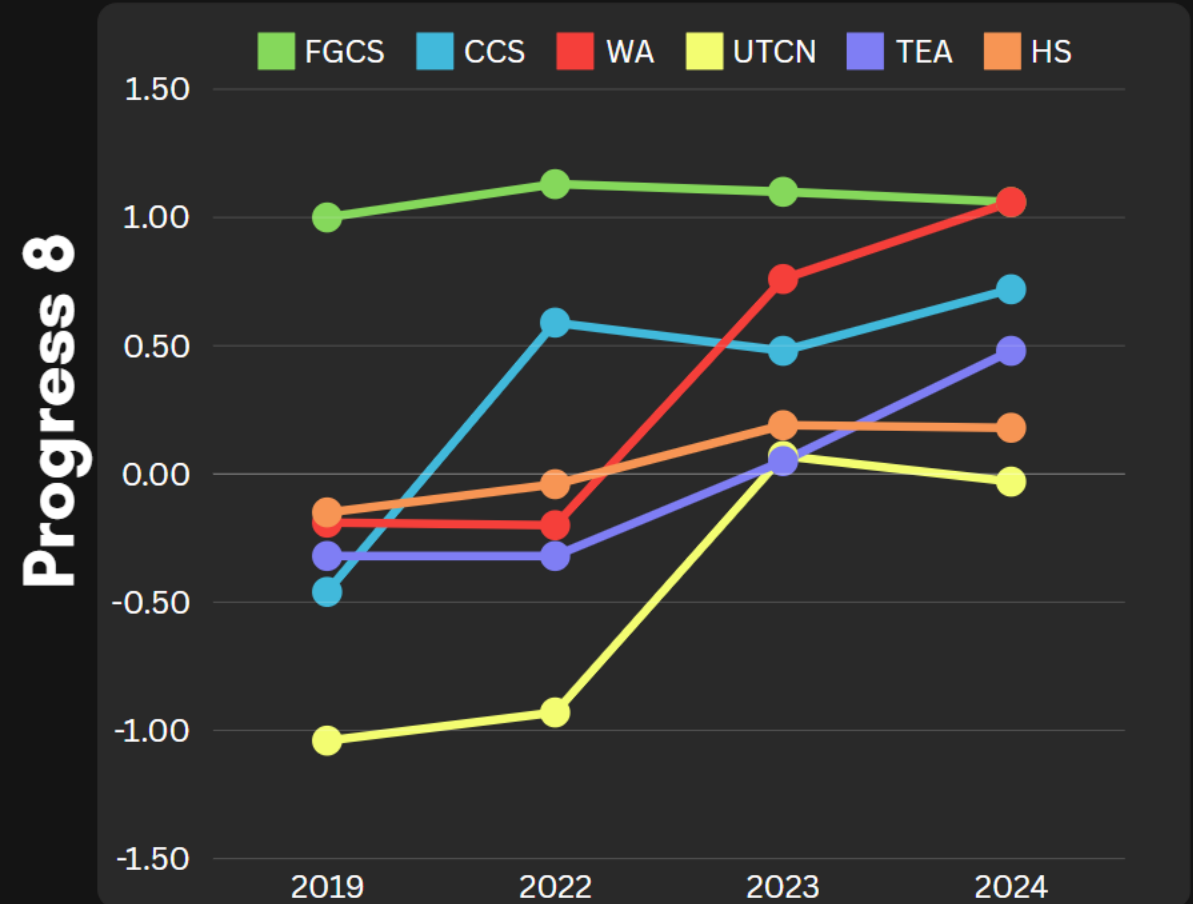
CST impact

KS4 RESULTS 2024

The Community Schools Trust:

- Ranked among the top 5 performing trusts nationally for Progress 8, &
- 2nd nationally for disadvantaged students.

(2022/23)



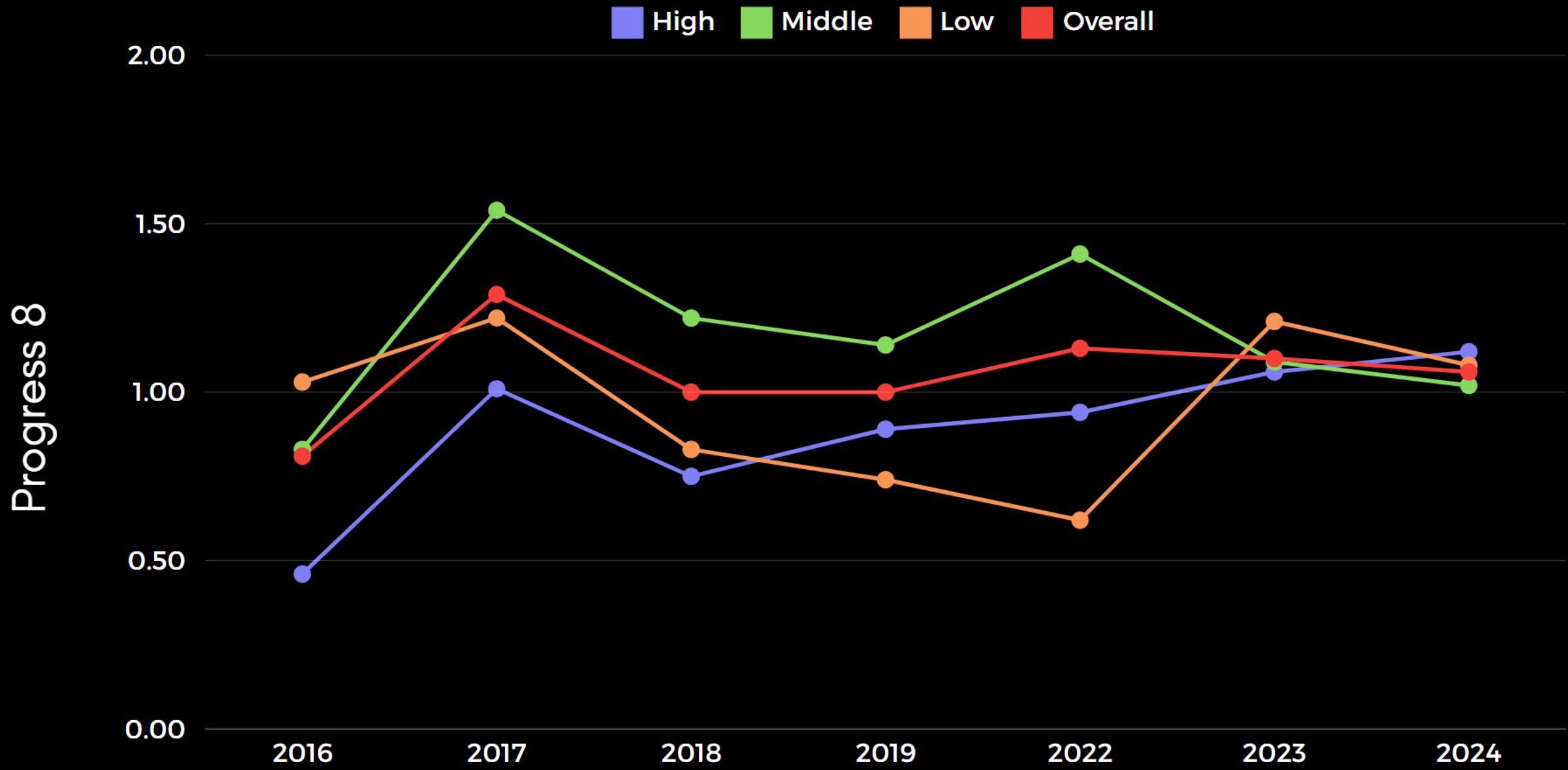
CST school improvement model

Development - Growth - Maturity - Decline

Are you improving or declining, and at what rate?

"Schools are either improving or declining and they rarely remain static for more than a year"

Leading Academy Trust. Why some fail but most don't.
David Carter, ex Regional Schools Commissioner.



As expected

Unexpected

Quick wins

'Upstream thinking' strategy

P8 High band

P8 overall

Basics

3+ % 7-9

MFL

History

English

Mid band

Low band

Physics

Combined

Drama (low P8)

Ebacc

Exam folders

Science

Pathways

Tiers of entry

Monitoring

Basics

Exams skills

WAR Room

Curriculum approach
and engagement

Leadership monitoring
and evaluations

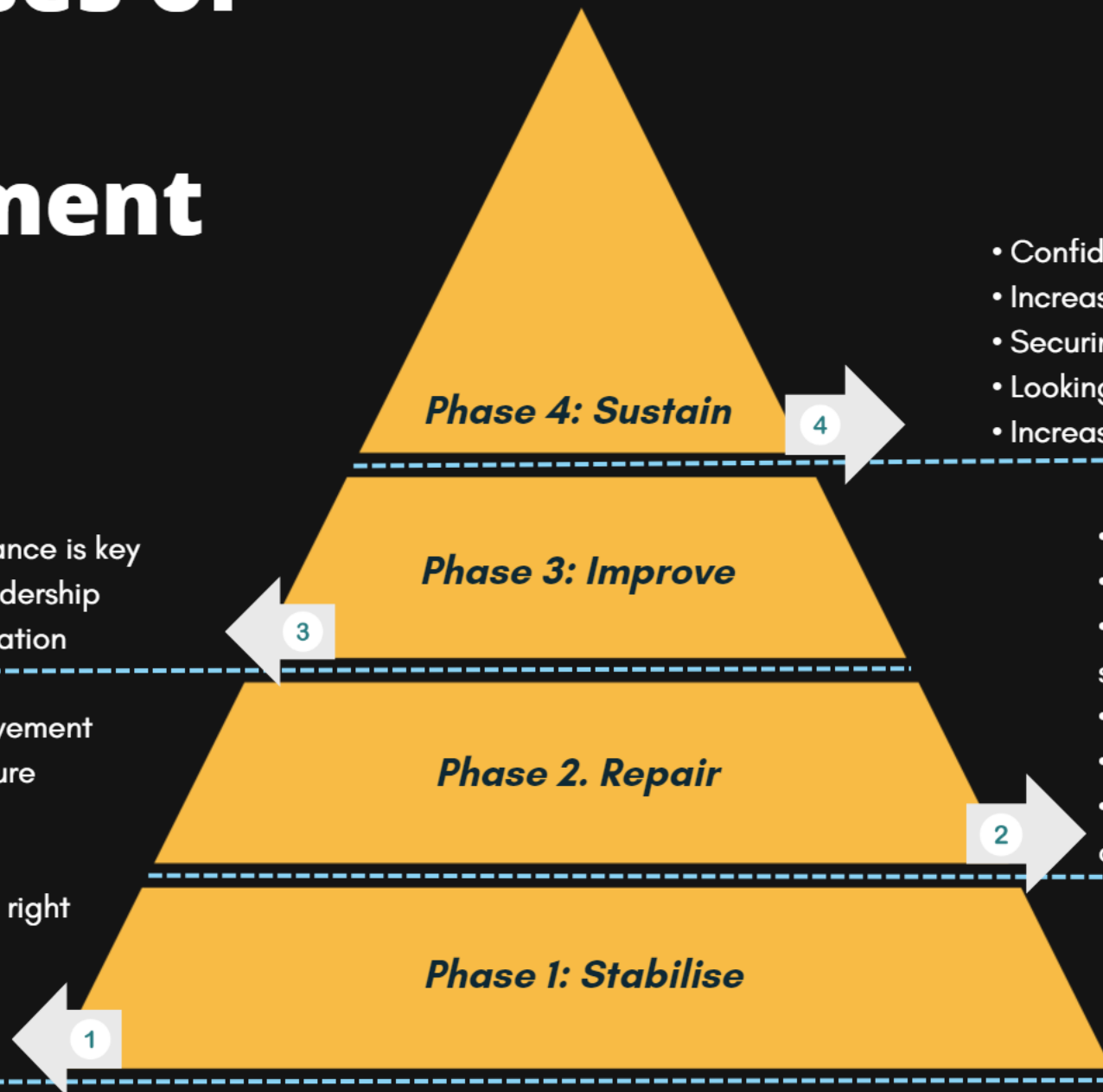
Quality induction

Better contribution
from subjects in Open
bucket

Four phases of School Improvement

- More proactive leadership
- Embedding strategies
- Improving outcomes
- Monitoring and tracking performance is key
- Shifting from management to leadership
- Increasing benefits from collaboration

- School requires significant improvement
- No clear underpinning for the future
- Calm and reassuring leadership
- Focusing on urgent priorities
- Ensuring team members have the right jobs
- High visibility



- Confidence in performance
- Increase innovation in delivery
- Securing excellence
- Looking to lead collaboration
- Increasing focus on 3–5 year planning

- Establishing more control
- Reactive decision-making
- Make the school feel more like a regular school
- Embedding early improvements
- Building a medium term plan
- Retaining visibility, but increasing focus on QA

RESEARCH: Improving groups of schools

Lessons from the USA- SAM SIMS UCL / Ambition Institute



“

“Successful school turnarounds and scaling up effective schools while maintaining quality are possible.”

”

“

MATs should have a school improvement model to drive up standards

”

“

1. 25 years of research on school turnaround policy in the US
2. 30 years of research on charter schools (and CMOs) in the US
3. 20 years of research on school districts in the US

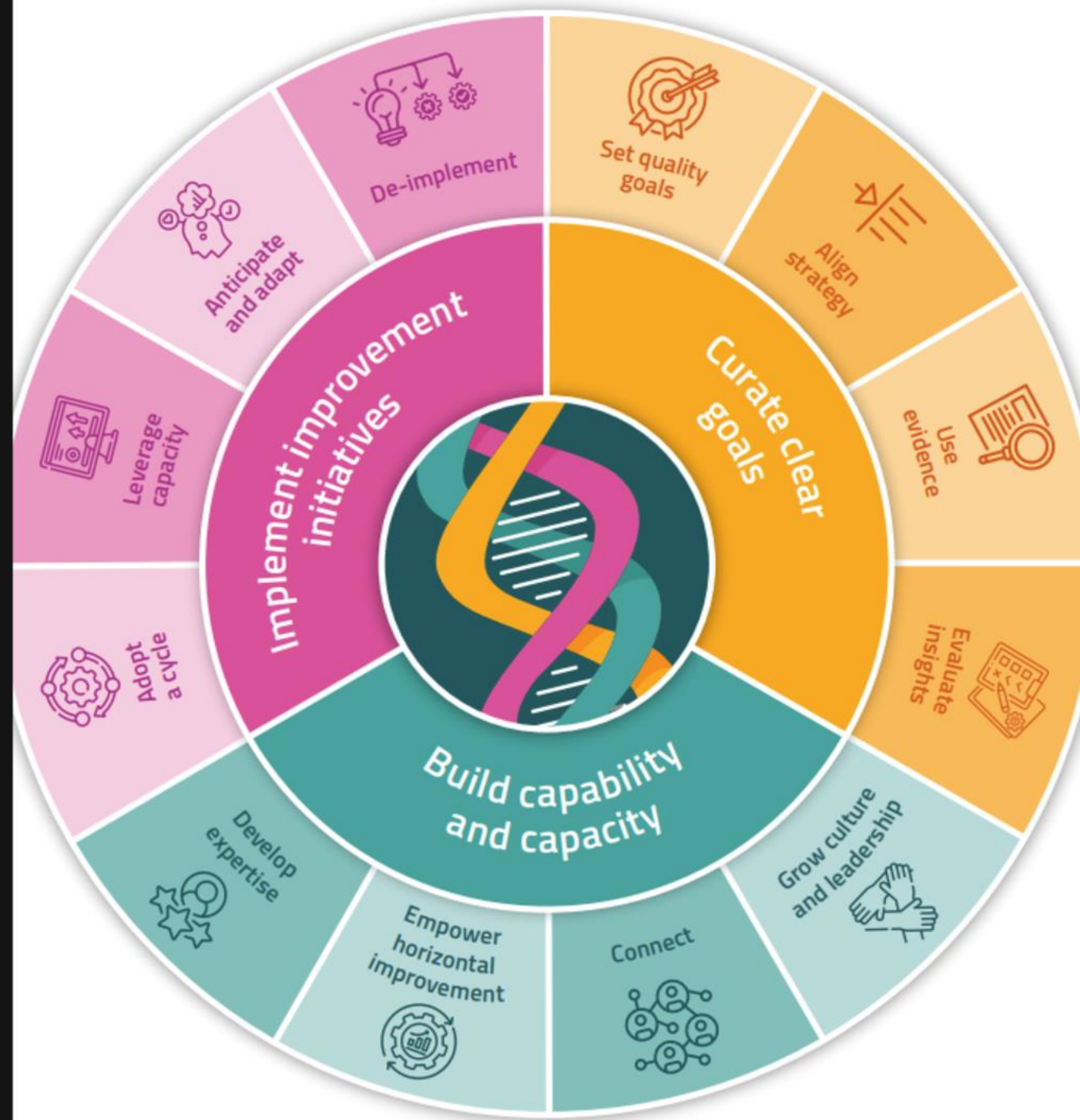
”



School Improvement Hub

CST and ImpactEd Group are now working together to collate examples of school-improvement practices currently used by trusts. We want to fit this within the conceptual framework, drawing on practical examples that illustrate each of the 12...

[School Improvement Hub /](#)



CST Hierarchy of school improvement

A model for school environment and leadership-Evidence Based Education

Strategy + Capacity + Pace = School Improvement

Key:

1. Learning time

2. Learning Supports

3. Management factors

Time students spend on meaningful learning activities outside the classroom

Student-focused
1. Family and community support
2. Student fundamental needs
3. Student beliefs & dispositions

Student attendance at school

Leading school-school collaboration. School-wide systems

Excellent professional development

Quality curriculum embraced by best classroom pedagogy

Outstanding student behaviour & culture

First-class leadership & staff deployment

Teacher-focused
1. Collaboration
2. Collective teacher expertise
2. Professional learning

Curriculum-focused
1. Goals and demands
2. Resources and materials

Amount of classroom time allocated to learning the content

Disruption to timetabled lessons

Staffing

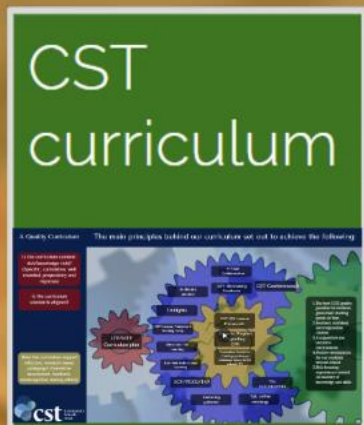
Improvement mindset

Delivery

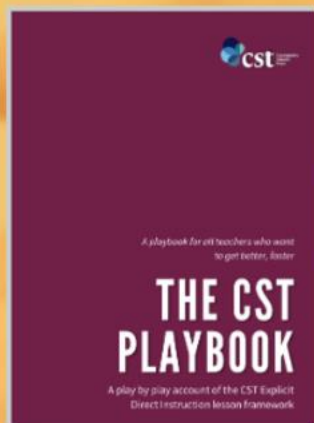
Supportive working relationships

Codifying systems: student culture, curriculum, assessment and lesson delivery

2015



2019



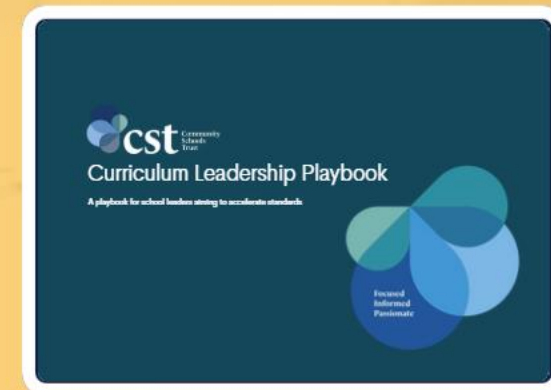
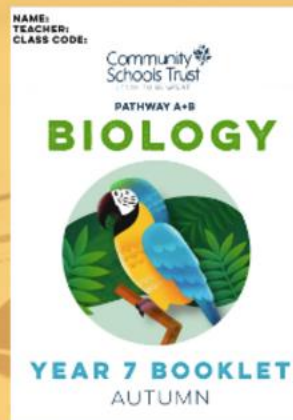
2024



2016





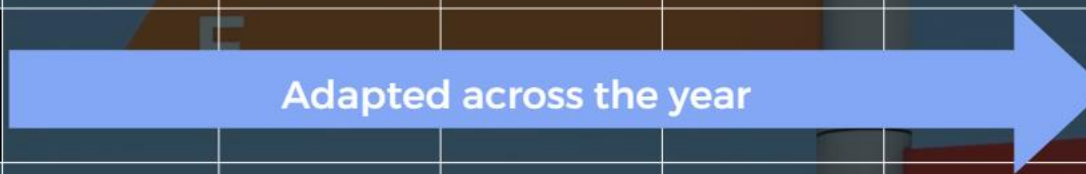
2022



The Curriculum Grid

CST Curriculum and assessment map

Pathways

| Years | X Grades 8-9 | A Grades 7-9 | B Grades 5-6 | C Grades 3-4 | D Grades 1-2 | S WTG |
|-------------------|---|--|-----------------|-----------------|-----------------|----------|
| Transition Y11-12 |  | | | | | |
| 11 | | | | | | |
| 10 | | | | | | |
| 9 | | | | | | |
| 8 | | | | | | |
| 7 |  |  | | | | |
| Transition Y6-7 | | | | | | |

“One cannot make a curriculum better by removing unimportant material because there is no unimportant material – it’s all good. Generally, the only way to improve a curriculum is to leave out important material so that the teacher and the students can spend more time on more important material – ‘the good schoolmaster is known by the number of valuable subjects that he declines to teach.’”

Principled curriculum design,
Dylan Wiliam

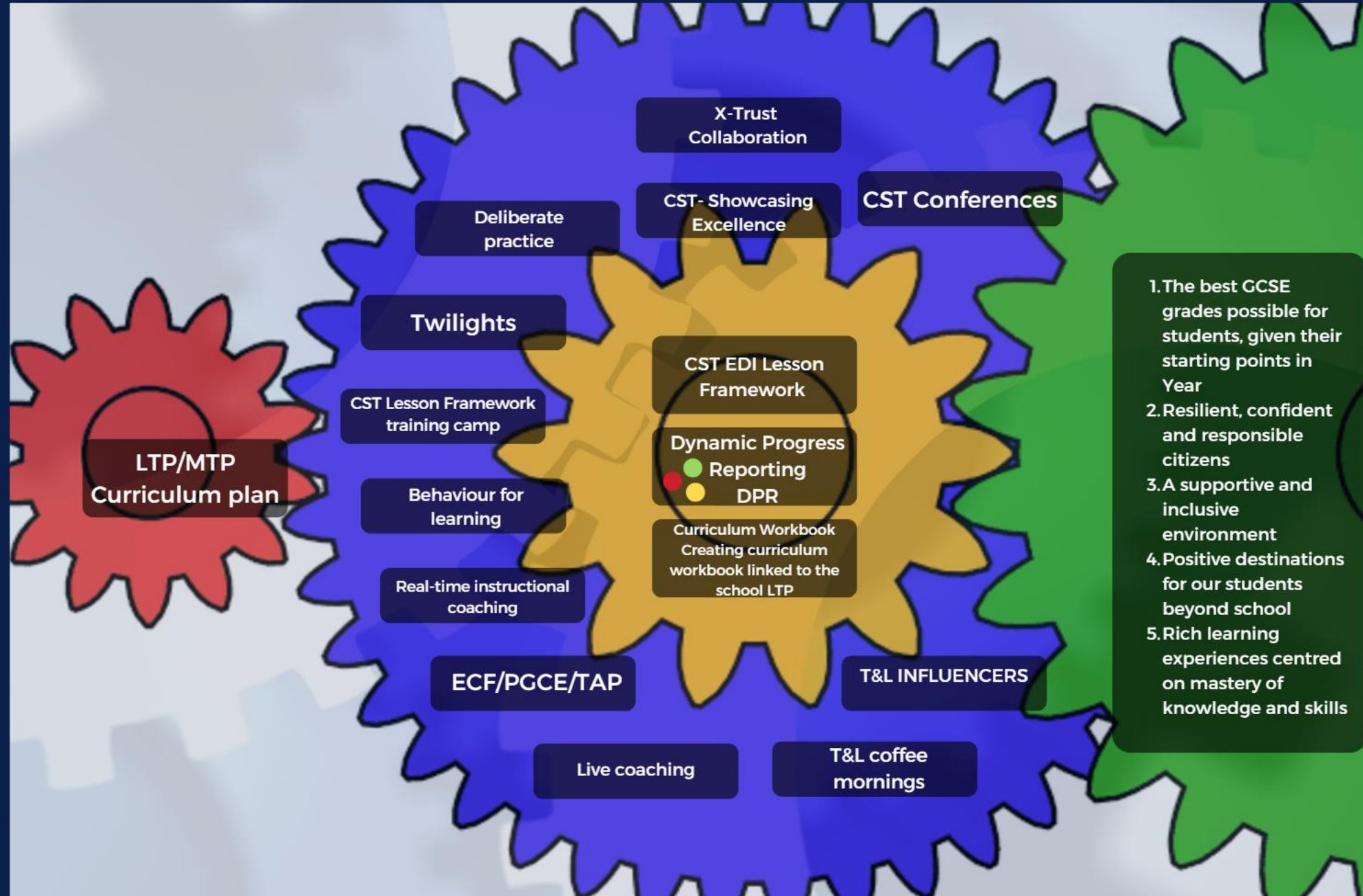
A Quality Curriculum:

Is the curriculum content-rich/knowledge-rich?
(Specific, cumulative, well rounded, preparatory and rigorous)

Is the curriculum standards-aligned?

Does the curriculum support effective, research-based pedagogy? (Formative assessment, feedback, metacognition among others)

The key driver that maintains a learning focus



CST approach to CPD: learning walks, deliberate practice, live-coaching and cross Trust collaboration

CPD principles

1. Design a whole school CPD:
a sequenced curriculum (what
and how)



2. Identify early adopters and
work with the influencers

3. Motivate staff:
monitor and reward

4. Develop techniques and embed
practice

6. Evaluate and adapt

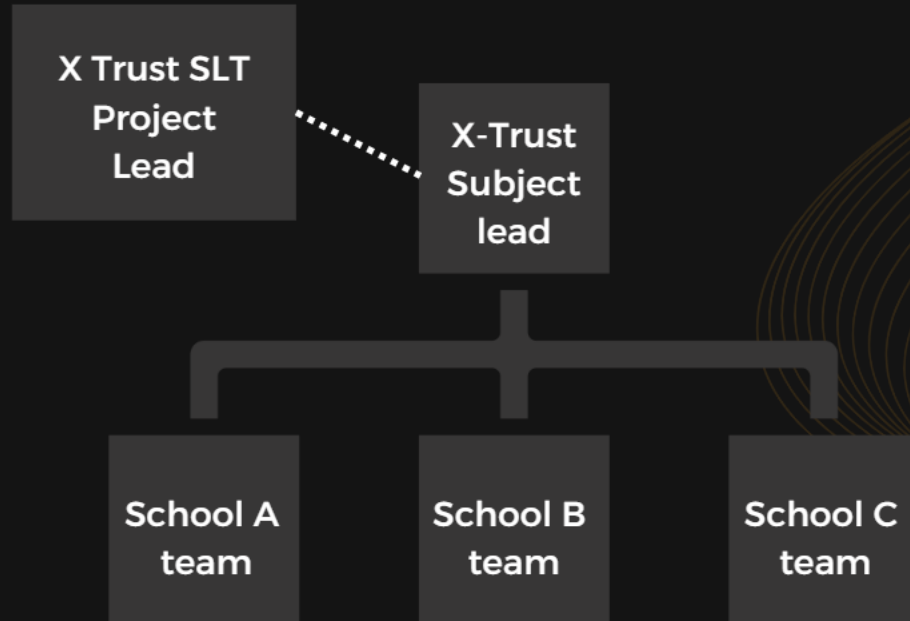


5. Live-coach in the subject:
align curriculum with pedagogy

Trust wide CPD



X-Trust Collaboration



Succession Planning

Identify talents

Personalise PD

Leadership coaching

**Formality: line management
approach, school development plan
and monitoring**

Leadership: leaving nothing to chance

Line Management and SDP

SDP: defining success

| Area | Success criteria |
|---|---|
| Quality of education | |
| DPR in SLOP | <ol style="list-style-type: none"> 1. The DPR must be visible to students and teachers during every SLOP to ensure explicit engagement with the planned curriculum without deviation. 2. After actively assessing the curriculum through live marking, teachers promptly update DPR judgments upon observing progress. 3. Teachers deliberately praise students upon observing progress during SLOP, before updating the DPR judgment, to foster reverence for success. |
| KS3 HW and memory KO | <ol style="list-style-type: none"> 1. 100% of homework is linked to KS3 memory objective (MKO) and not ad-hoc. 2. Homework is linked to one MKO (and not multiple MKOs), which would facilitate focussed memorisation. 3. No other third-party applications should substitute the memorisation task, as it dilutes the MKO curriculum focus. 4. Teachers assess the focussed MKO during the starter when students submit their homework, leading to appropriate updates in the DPR. |
| EDI lesson framework is fully embedded at KS5 <i>(TEA, Haggerston, UTCN)</i> | <ol style="list-style-type: none"> 1. 100% of lessons are engaged with the CST EDI framework 2. Evidence from LW suggests that CST EDI Framework is most effective in KS5, with improved behaviour and instruction adherence from students, particularly as they have smaller class size |

LM: formalising key focus area

| W/B Date | Meeting Info | TB Notes | Action | Date (next week unless stated) |
|----------|--|----------|--------|--------------------------------|
| DATE | Matters arising / Reminuted | | | |
| | | | | |
| | | | | |
| | All SAI's | | | |
| | SAI: Curriculum booklet scrutiny. What have you picked up? | | | |
| | How well does your leadership and ML scrutinise engagement with curriculum in their LM as we do? | | | |
| | SAI: Coaching | | | |
| | SAI: Attendance | | | |
| | SAI Every three weeks: X-Trust meetings | | | |
| | SAI: Science update For FGCS and CCS | | | |
| | New items | | | |

CST Priorities 2024 - 25



CST EDI Playbook 3.0



CST Curriculum Leadership Playbook



Live coaching is subject specific



KS3 Memory homework



DPR in SLOP



Quality of learning provision in BIR

Resources and freebies to take away

Resources



**Line Management
Template**



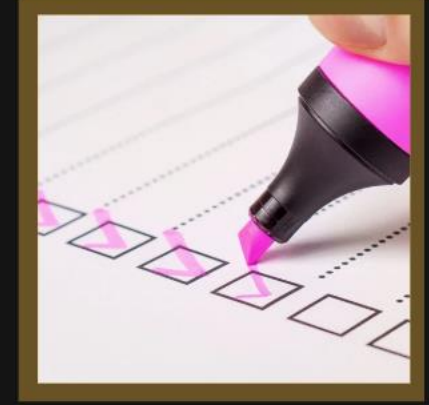
**Standardised
SDP**



CST EDI e-Play book



**CST Maths Long term
plan/rationale**



**CST Maths Long Term
Plan**



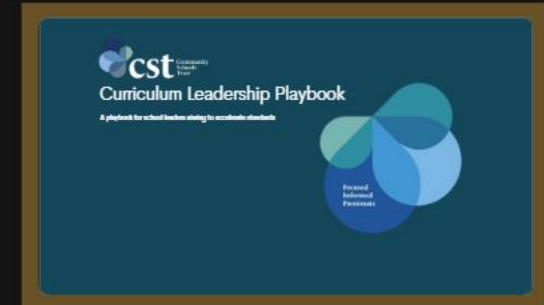
**The Attendance battle Plan:
Strategies for victory**



**Rising to the Challenge: The
Graduate Teacher Programme as a
Response to the Teacher Shortage**



**How we improved our science SPI
from less than 0.4 to +1.2 in two
years**



**CST Curriculum
Leadership Playbook**

'CST. CULTIVATING EXCELLENCE: WHAT MATTERS TO US':

01



Watch on YouTube



Key takeaways: what worked for us



Evidence indicates that achieving large-scale impact is possible in raising standards.

CST takes a focused, intentional approach to improving the schools in its Trust.

The following aligned systems were highly effective for us: curriculum, teaching framework, behaviour, attendance approach, ICFP, and risk management.

Our playbooks have helped us codify our approach, routines, and conceptual understanding of what, why, and how we do things.

Standardising systems made our work efficient, saved money, and reduced workload.

We set key 'standing agenda items' to be discussed and evaluated in line management. We also capture common focuses in our schools' SDP.

The Central Team plays both strategic and operational roles in raising standards across the Trust.