



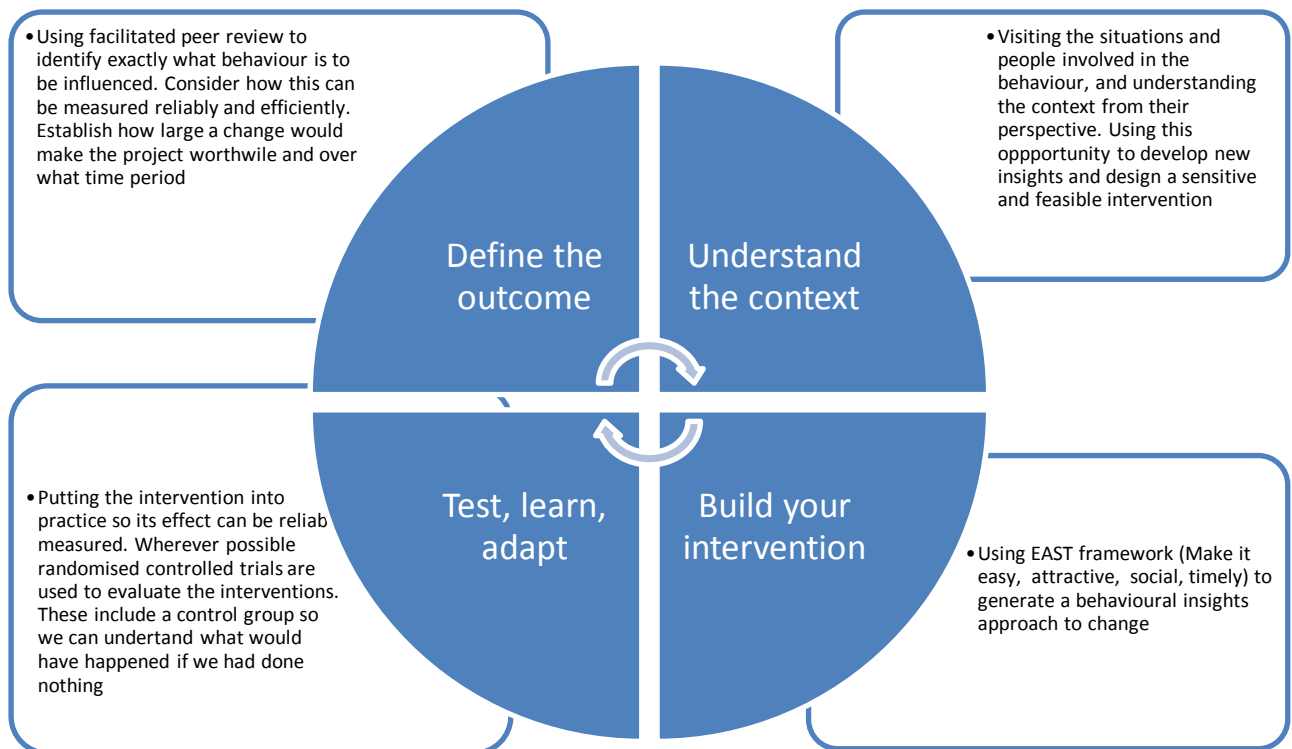
School Improvement Strategy

We draw heavily on The Behavioural Insights Team approach to behavioural change, using their EAST Framework (Make it Easy, Attractive, Social and Timely).

This approach allows us to consider systems, processes and practices that schools need to improve while emphasising that it is people who implement these. By building in the EAST framework we aim to support, challenge and intervene in schools in such a way that promotes a shift in the behaviour, attitudes and defaults of the educators, administrators, governors, learners and community partners, building self improving schools.

The Gold Rose MAT

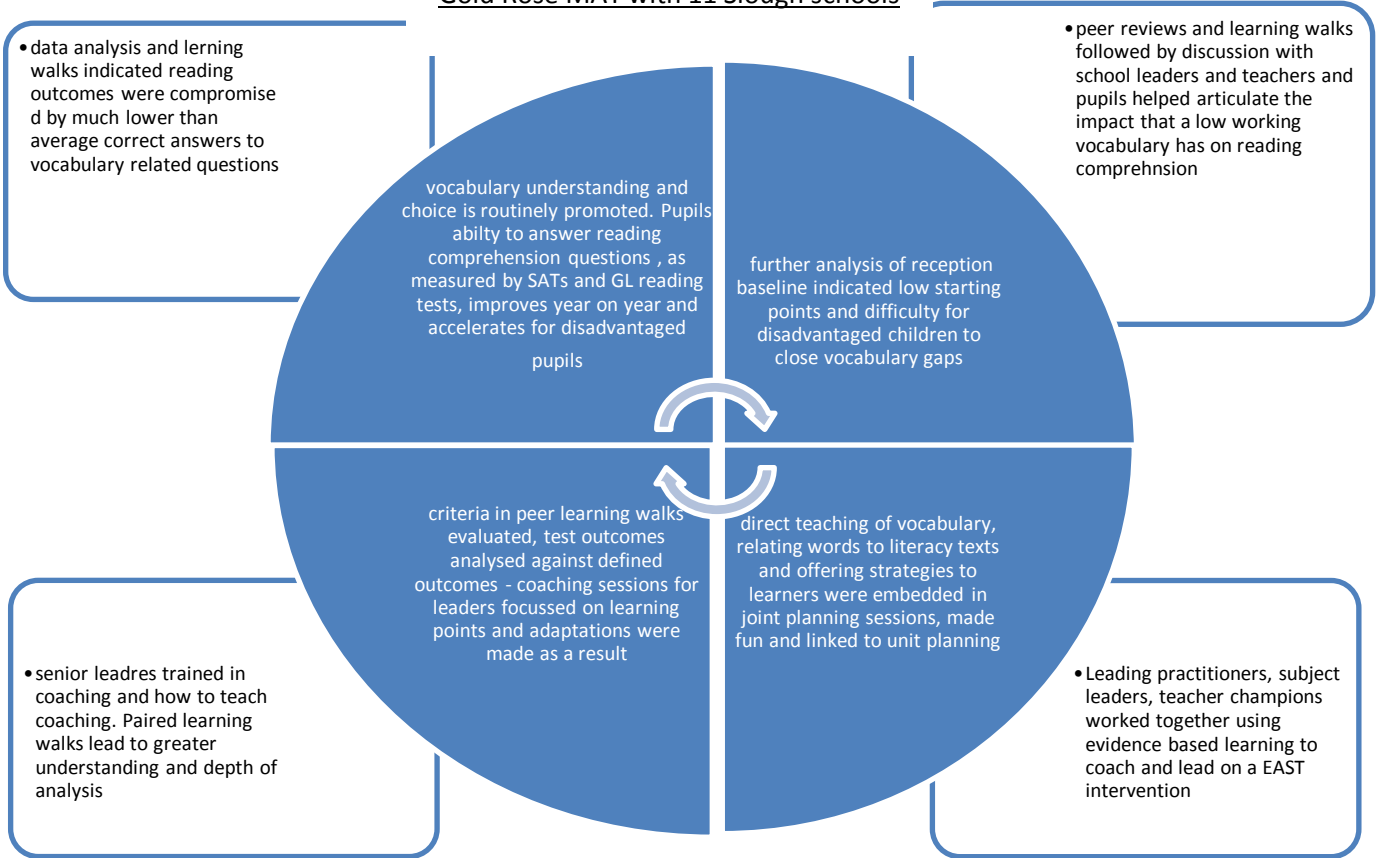
School Improvement model using EAST



All senior leaders, including Leading Practitioners are trained in the GROW model of coaching and self evaluation, mentoring and coaching are a core feature of our school improvement strategy. Eight essential elements of teaching, learning and assessment (Assessment for Learning, Meta Cognition, Learning with the Brain in Mind, Behaviour for Learning, Environment, curriculum, use of LSAs, use of language) are embedded in a criteria led document which supports teachers and learning support assistants to reflect on, evaluate and improve their practice.

Other occupational, financial and H&S standards are used to guide the improvement of administration and business.

An example of SI activity, led by The Gold Rose MAT with 11 Slough schools



School Improvement Team:

Nicky Willis, Executive Principal – Nicky has been a school leader for 18 years, as headteacher, advisory headteacher and exective headteacher leading schools on a strong improvement path. She has worked in Harrow as a senior school improvement professional supporting a range of schools. She is able to work with senior teams to evaluate their practice, audit their school provision and design strategies for self improvement, including governance.

Nina Greenstone, Principal of Cippenham Primary School, has a strong background in inclusion and is able to support schools to audit their inclusion practice and how they use their pupil premium resource to maximise the life chances for disadvantaged pupils. She is an exemplar of inclusive teaching practice and has designed the Learning with the brain in Mind section of our Teaching, Learning and Assessment Framework. She has also worked with a team to design a new approach to the teaching of reading.

Isaac Howarth, Deputy Principal of Cippenham Primary School has a strong research and mathematical background and has led the overhaul of the approach to the teaching of mathematics. He is currently leading a project with 11 Slough schools to teach and build vocabulary that improves reading comprehension. He is able to support schools to design evidence based research projects that make a real difference, using data purposefully to assess outcomes.

Steph Holding and Clare Lodge are co-principals of Cippenham Infant School and are able to support schools to make the very best of infant classrooms, bringing an effective mix of inquiry and

formal learning to bear on outcomes. Steph has a particular skill in developing rich literacy environments and Clare can support schools through the moderation process, being a trained moderator for KS1.

The trust is also able to draw on two leading practitioners, twelve senior staff trained in coaching, an accountant, an experienced premises/ health and safety lead, HR qualified staff and outstanding teachers in every year group.

If you wish to talk to us about joining our trust and how we can support your school on a positive and collaborative improvement trajectory then call the trust office on 01628 604732 and speak to the company secretary, Sandra Sculley, in the first instance.

