

SAND Academies Trust

School Improvement Strategy

Building Inclusive Communities



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Opening statement and Context

Building Inclusive Communities

Our Core Purpose and Vision

“To keep the pupils at the centre of all that we do, and to ensure the best outcomes for pupils in education, care and life opportunities.”

Our vision is to be a leading provider of inclusive education, empowering each school within our Trust to deliver high-quality education and care, enabling all students to reach their full potential. We are dedicated to serving every young person, regardless of their background or circumstances.

We respect the unique identity of each school and foster inclusive communities by promoting diversity and inclusion. Every member of our community is valued and respected, and by celebrating differences in background, experience, and perspective, we enrich our educational environment.

In creating a safe, supportive atmosphere, we empower students and staff to thrive, ensuring equitable opportunities for growth and achievement. We aim to cultivate a sense of belonging by promoting understanding, empathy, and collaboration across all schools within the Trust.



Overarching Ethos and Vision

Three Key Elements

Our commitment

We take our responsibility for the education, safety and wellbeing of children and young people very seriously and are committed to playing our part in developing a quality educational provision across Gloucestershire, and beyond.

Objective 1: To secure outstanding educational provision in all of our schools so that all of our children and young people are happy, cared for and want to learn, succeed and grow.

Schools of choice

Trust of choice

Employer of choice

Objective 3: To maintain and develop our position as a secure and viable trust that creates a place where schools and communities can thrive, through which we positively impact upon the wider education system.

Objective 2: To further develop our offer to support and develop our staff and create an environment within which they feel valued and cared for.

School Improvement Model

Strategic Aims

Strategic Aims

The Trust operates under a five-year strategic plan that guides annual priorities. Each school identifies its own development goals while aligning with the Trust's overall aims. Effective self-evaluation and development planning formats are used to ensure a clear, strategic vision.

Key Principles

- **Collaborative Autonomy:** Schools retain their individuality while contributing to Trust-wide initiatives. Most policies are Trust-led, while others are locally adapted, ensuring relevance and efficiency.
- **Inclusion:** We value every individual, fostering a sense of belonging essential for well-being and improved outcomes. Pupils are supported to achieve their potential in a safe, respectful, and inclusive environment.
- **Safeguarding:** Safeguarding is at the heart of our strategic aims and daily operations. The Trust Safeguarding Lead works closely with Headteachers and Designated Safeguarding Leads (DSLs) to ensure robust arrangements. Family Support Workers in each school provide additional support to pupils and families.
- **Well-being:** Staff well-being is a priority. We promote a supportive culture that encourages mental health, work-life balance, and professional growth, enabling staff to inspire and nurture pupils effectively.



“Pupils are proud of their learning. Their work is beautifully presented. With skilful guidance from staff, pupils continually reflect on their learning.”



“Pupils are happy and safe.”



School Improvement Model

A Tailored Approach

School Improvement

The Trust is committed to raising standards across all schools through collaboration and tailored support. Our improvement strategy ensures:

- Strong progress and achievement for all pupils, including targeted groups.
- High-quality teaching and leadership.
- Safe, inclusive school environments.
- Financial sustainability and value for money.
- Ongoing professional development for staff.

A Tailored Approach to Support

Schools receive bespoke support based on their needs, coordinated by the Director of Education, the Trust SI Team, and external School Improvement Partners. Regular reviews and peer learning sessions foster collaboration and best practice sharing.

High-performing schools are encouraged to share their expertise, while those facing challenges receive enhanced support to ensure rapid improvement. The Trust's Director of Education oversees all educational activities, ensuring alignment with each school's improvement journey.

“The school is ambitious for all pupils to receive a high-quality education.”

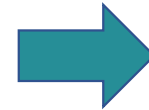


“One parent's comment was, 'The school is amazing in every possible way'.”

School Improvement Support

Level of support & school improvement interventions

Securely Good/ Outstanding	Visits from internal school improvement team 4 x external school improvement visits per year CPD support Discussions with LAB/Safeguarding team
Improving & upward trajectory	Visits from internal school improvement team 5 x external school improvement visits per year CPD support Discussions with LAB/Safeguarding team Director of Education reviews
Downward trend & some concerns	Visits from internal school improvement team 6 x external school improvement visits per year CPD support Discussions with LAB/Safeguarding team Director of Education reviews
Intervention	Visits from internal school improvement team 6+ x external school improvement visits per year CPD support Discussions with LAB/Safeguarding team Director of Education reviews Internal/external resources deployed Director of Education/Head discussion each month



Trust policy on school improvement is that our schools have at least one external school review per year.

The Trust Safeguarding Lead provides regular audit and assurance to our DSL network.

Attendance is also monitored by the Safeguarding Lead across all our schools as a specific focus.

Our School Improvement Offer

How we support our schools

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- Tailored School Improvement support plans
- Leadership coaching and development
- CPD and training
- Curriculum and assessment support
- Safeguarding, Attendance and Behaviour support
- SEND and inclusion expertise
- Networking and best practice sharing
- Local Advisory Board support
- Robust OFSTED Preparation
- Inspection support



School Improvement Strategy

System generosity, Outreach and enrichment

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At the heart of our School Improvement Strategy is a commitment to working in partnership with our schools to promote and secure:

- Outstanding pupil progress and achievement.
- High-quality teaching and learning in every classroom.
- Strong leadership and governance in all schools.
- Safe, supportive, and inclusive environments.
- Financial sustainability and value for money.
- Access to high-quality CPD for sustained improvement and career progression.

The Trust School Improvement team works alongside external School Improvement partners and educational consultants to support schools to make rapid and sustained progress to achieve the best pupil outcomes.

We recognise the uniqueness of each school while providing mutual challenge and support to foster excellence.

We encourage collaboration and partnership among school leaders, partnership groups and specialist staff to share expertise, skills and talent to benefit all schools to drive improvement.



Building Inclusive Communities: Our Commitment to Inclusion

System generosity, Outreach and enrichment

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Inclusion in our schools

- High-quality teaching and adaptive learning
- Targeted support, personalised learning/interventions for SEND, EAL, & disadvantaged pupils
- Inclusive classrooms and calm, structured learning spaces
- Three resource bases, two at our mainstream schools.
- Behaviour and wellbeing support
- Family and community engagement
- Transitions and future readiness

Supporting inclusion beyond our schools

- Outreach support to local schools
- Enrichment opportunities
- CPD and training
- Wide range of training for the community
- Specialist SEND training at Gloucestershire University for all routes into teaching
- ECT cluster support for complex pupils in mainstream schools
- Tailored guidance for teachers new to SPMLD across the South-West and beyond
- Driving system-wide improvement
- Active participation on two local teaching school boards
- Sharing best practice to enhance inclusive education across schools



STROUD VALLEY
COMMUNITY PRIMARY SCHOOL



Linden Primary School



"I just wanted to give you an update on the progress that LC has been making since your visit. He's really responded well to the photos and is beginning to do some of the tasks. This is obviously great news, but I wondered if I could lean on your support for the next stage"

Our School Improvement Team

Continuing Professional Development



Commitment to staff development:

- Invest in staff to ensure updated skills, knowledge, and best practices, driving high-quality education and outcomes for pupils.

Wide-ranging CPD programme:

- Covers both mainstream and special schools, as well as parents, stakeholders and the wider educational community.
- Includes pedagogy, leadership, inclusion, SEN best practices, Safeguarding, and mental health.

Leadership development:

- Identify and develop leadership potential through succession planning and talent management, from learning partners to headteachers.

Role in Initial Teacher Training & ECTs:

- Active involvement in teacher training and early career teacher support in county

Impact on Gloucestershire education:

- Strong voice in shaping the future of education in the county.
- Collaborative approach to improving outcomes for all students.



**Supporting Achievement and
Nurturing Development**

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Achievement
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