

SUMMIT LEARNING TRUST Designation Criteria Academy Improvement – December 2022

Stabilise	Repair	Improve	Sustain	Excel
<ul style="list-style-type: none"> ▪ Ofsted Special measures ▪ Significant weakness or decline in quality of education, achievement, leadership, behaviour, safety/ welfare of learners ▪ The academy receives support from our trust and external organisations. Leaders and colleagues are receptive to this support. 	<ul style="list-style-type: none"> ▪ Ofsted RI or historic good judgement ▪ Impact of actions can be seen in improving quality of education, achievement, leadership, behaviour and safety/welfare of learners ▪ Sound monitoring, evaluation and review (MER) systems and processes in place ▪ Sound improvement plans in place ▪ Senior Leaders are clear about what needs to improve (issues identified but not yet remedying) ▪ Staff members are clear about what needs to improve (aware and need support to remedy) ▪ The academy develops partnerships within and beyond our trust in their areas of strength. 	<ul style="list-style-type: none"> ▪ Approaching or achieving Ofsted good judgement ▪ Impact of actions can be seen in strongly improving quality of education, achievement, leadership, behaviour and safety/welfare of learners ▪ MER in place, rigorous and robust systems support continual improvement ▪ Accurate improvement plans in place, leading to improvement ▪ Senior leaders are clear about what needs to improve and are taking appropriate action ▪ Staff members are clear about what needs to improve (work with leaders to make the necessary improvements) ▪ The academy has some capacity to support others within our trust, and in their areas of strength. 	<ul style="list-style-type: none"> ▪ Good with some outstanding Ofsted judgements ▪ Impact of actions can be seen in a strong quality of education, achievement, leadership, behaviour and safety/welfare of learners ▪ Monitoring and review are accurate and precise and lead to constant improvement ▪ Improvement plans refined in response to MER and lead to continual improvement ▪ Senior leaders respond quickly and appropriately when areas for improvement are identified ▪ Staff members are clear about what needs to improve (lead on improvements proactively) ▪ The academy has the capacity to support others within our trust in their areas of strength. 	<ul style="list-style-type: none"> ▪ Ofsted Outstanding ▪ The academy meets all the sustain criteria. In addition, the following apply: <ul style="list-style-type: none"> ▪ Intellectual curiosity and restlessness around academy improvement and the ability to be self-improving beyond Summit initiatives ▪ The academy inspires others and provides support for others within and beyond and our trust in their areas of strength.
<ul style="list-style-type: none"> ▪ Outcomes are well below national and/or are not improving in all/some key subjects and/or Key Stages ▪ The proportion of learners making good progress is well below expectations and/or is not improving in all/some key subjects and/or Key Stages 	<ul style="list-style-type: none"> ▪ Outcomes are improving but are not yet in line with national ▪ An increasing proportion of learners (SEND/disadvantaged/HA) make strong progress; gaps closing against national other in most subjects 	<ul style="list-style-type: none"> ▪ Outcomes are improving strongly and are close to / at least in line with national for groups of learners ▪ Groups of learners (SEND/disadvantaged/HA) make strong progress against national; gaps are closing against national other 	<ul style="list-style-type: none"> ▪ Outcomes are at least in line with national, with some above national outcomes for groups of learners ▪ Progress is at least in line with national and well above national for groups of learners (SEND/disadvantaged/HA) 	<ul style="list-style-type: none"> ▪ Outcomes are above national overall and for the majority of groups of learners ▪ Progress is well above national for groups of learners (SEND/disadvantaged/HA)

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<ul style="list-style-type: none"> Instability in staffing, and staffing structures not appropriate for the effective and efficient delivery of the curriculum. Limited understanding of succession planning 	<ul style="list-style-type: none"> Staffing is increasingly stable, with key staff increasingly in place Appropriate staffing structures in place. Succession planning and recruitment planning is developing. 	<ul style="list-style-type: none"> Staffing is stable. Leaders analyse their staffing requirements and ensure an effective and efficient staff team. Succession planning is developing well. Leaders map colleagues' strengths and emerging talents 	<ul style="list-style-type: none"> Staffing is stable Leaders systematically and proactively identify emerging talents and coach current and aspiring leaders. Clear succession planning is in place, proactive recruitment and retention means stable, high-quality staffing. 	<p>The academy meets all the sustain criteria. In addition, the following apply:</p> <ul style="list-style-type: none"> A deliberate strategy of deep leadership development at all levels through a balance of promotion and retention in teaching, support and operational roles.
<ul style="list-style-type: none"> Systems and processes for ensuring safeguarding are not understood by leaders, in place or operational 	<ul style="list-style-type: none"> Compliant systems and processes for ensuring safeguarding are understood by leaders and colleagues and are consistently in place A safeguarding culture is developing. 	<ul style="list-style-type: none"> Compliant systems and processes for ensuring safeguarding are understood by all and consistently and proactively used. A good safeguarding culture is firmly in place. 	<ul style="list-style-type: none"> Systems and processes for ensuring safeguarding are compliant and exemplary A strong and proactive safeguarding culture is embedded. 	<p>The academy meets all the sustain criteria. In addition, the following apply:</p> <ul style="list-style-type: none"> Systems and processes for ensuring safeguarding are exceptional and continually refined, with best practice disseminated across our trust
<ul style="list-style-type: none"> Academy systems, structures and processes not fit for purpose, or are not in place 	<ul style="list-style-type: none"> Systems, structures and processes are being built appropriately 	<ul style="list-style-type: none"> Leaders have implemented strong systems, structures and processes. 	<ul style="list-style-type: none"> Systems, structures and processes are fit for purpose, highly effective and firmly embedded 	<p>The academy meets the sustain criteria.</p>
<ul style="list-style-type: none"> Instability in leadership. Leaders do not buy into our trust vision and values. 	<ul style="list-style-type: none"> Leadership stable, and demonstrating capacity (with support) and aspiration to improve. Some leaders at all levels demonstrate the Summit Leadership Behaviours Leaders and colleagues visibly buy into our trust vision and values 	<ul style="list-style-type: none"> Leadership stable and demonstrating capacity and aspirations to improve. Leaders at all levels consistently demonstrate the Summit Leadership Behaviours Leaders and colleagues visibly and pro-actively promote alignment and integration with our trust 	<ul style="list-style-type: none"> Leadership at different levels stable and demonstrating capacity and aspirations to improve. Leaders consistently and visibly demonstrate the Summit Leadership Behaviours All colleagues and leaders are visible and proactive champions of and contributors to our trust vision and values. 	<p>The academy meets all the sustain criteria. In addition, the following apply:</p> <ul style="list-style-type: none"> Full alignment to our trust's vision, mission, values and strategic aims from all leaders; acting as ambassadors for Summit Learning Trust

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<ul style="list-style-type: none"> Major weaknesses in terms of leadership, coverage or progression of the curriculum in terms of implementation 	<ul style="list-style-type: none"> Curriculum coverage is sufficient but there are some weaknesses overall in a number of areas (identified by leaders but not yet remedying) 	<ul style="list-style-type: none"> Broad curriculum is embedded with minor points for development (leaders are taking action to remedy minor shortfalls) 	<ul style="list-style-type: none"> Exceptional curriculum implementation underpins the academy's work and is embedded in the vast majority of areas 	<ul style="list-style-type: none"> Exceptional curriculum implementation underpins the academy's work and is embedded in all areas
<ul style="list-style-type: none"> Teaching quality is inconsistent with few strengths 	<ul style="list-style-type: none"> Teaching quality is inconsistent across the academy; QTM analysis shows slow but steady improvement Leaders ensure that an appropriate range of professional development opportunities are in place. 	<ul style="list-style-type: none"> Strongly improving teaching is impacting on better learning and outcomes (QTM shows rapid improvements) Teacher, support and operations staff members and leaders support other colleagues in a continuous improvement cycle. 	<ul style="list-style-type: none"> Teaching quality and curriculum implementation is consistently strong and often excellent Leaders are proactive in their support for development of excellent teaching and learning practice at own academy and in other academies 	<ul style="list-style-type: none"> Teaching and the curriculum are strong and inspiring in all subject areas Leading on and experts in an innovation in teaching and learning which has been, or can be, scaled up and across our trust
<ul style="list-style-type: none"> Relationships with parents, carers and the community are not positive (NOR; parental surveys) 	<ul style="list-style-type: none"> Relationships with parents, carers and the community are improving (NOR rising; parental surveys) 	<ul style="list-style-type: none"> Relationships with parents and carers are positive and supportive (NOR; parent surveys) 	<ul style="list-style-type: none"> Relationships with parents, carers and the community are highly positive, supportive and enriching The academy is at PAN or over-subscribed 	<p>The academy meets all the sustain criteria. In addition, the following apply:</p> <ul style="list-style-type: none"> An exceptional culture and ethos that pervades all aspects of academy life so that there is a shared vision with all stakeholders The academy has an exceptional, enacted community strategy with stakeholder voice evidencing this.
<ul style="list-style-type: none"> Leaders, teachers and support colleagues do not yet confidently promote full equality and diversity or challenge discrimination 	<ul style="list-style-type: none"> Leaders, teachers and support colleagues are more knowledgeable and confident in promoting equality and diversity and challenging discrimination 	<ul style="list-style-type: none"> Leaders, teachers and support colleagues actively and visibly promote equality and diversity and challenge discrimination 	<ul style="list-style-type: none"> All leaders, teachers and support colleagues actively and visibly promote equality and diversity and relentlessly challenge discrimination 	<ul style="list-style-type: none"> The academy meets the sustain criteria and visibly promote equality and diversity and relentlessly challenge discrimination beyond their academy.
<ul style="list-style-type: none"> LGB does not hold leaders to account 	<ul style="list-style-type: none"> Some members of LGB hold leaders to account; they have overall information about academy standards. 	<ul style="list-style-type: none"> LGB is well informed about academy standards and hold the leaders to account well. 	<ul style="list-style-type: none"> LGB challenges leaders proactively and supportively to reach above average standards 	<ul style="list-style-type: none"> LGB challenges leaders proactively and supportively to reach well above average standards

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<ul style="list-style-type: none"> There is a lack of professional curiosity from leaders and a lack of attention to detail 	<ul style="list-style-type: none"> Senior leaders demonstrate curiosity and attention to detail in some areas 	<ul style="list-style-type: none"> Leaders at all levels demonstrate relentless curiosity and attention to detail in most areas 	<ul style="list-style-type: none"> All colleagues visibly demonstrate relentless curiosity and attention to detail 	<ul style="list-style-type: none"> All visibly demonstrate relentless curiosity and attention to detail in all areas
<ul style="list-style-type: none"> Attendance for all learners is consistently low and not improving. Persistent absence is high and not improving. Exclusions and suspensions are well above average and increasing or not improving Behaviour management is weak. A significant minority of learners do not adhere to leaders' and academy expectations. 	<ul style="list-style-type: none"> Attendance for all and groups of learners is improving but not at national average. Persistent absence is improving, but still above the phase average. Exclusions and suspensions are still above national. Most learners are compliant with leaders' and academy expectations. 	<ul style="list-style-type: none"> Attendance of learners, including those in vulnerable groups is improving and at, or close to, national average. Persistent absence is improving and at, or close to the phase average. Exclusions and suspensions at national average. Learners proactively engage with leaders' expectations and academy behaviour systems. Learners take responsibility for their actions 	<ul style="list-style-type: none"> Attendance of learners overall is above average. Persistent absence is below the phase average. Exclusions and suspensions in line with national average below average Learners self-regulate and demonstrate high standards of behaviour. 	<ul style="list-style-type: none"> Attendance of learners overall is significantly above the phase average. Persistent absence is low and significantly below the phase average. Exclusions and suspensions are used sparingly and are below national averages.
<ul style="list-style-type: none"> There is limited engagement with Executive Directors and Central Team members. Leaders' knowledge of finance, HR and health and safety is limited. Significant support is required to ensure that all aspects of the academy responsibilities in the SLAs are delivered. 	<ul style="list-style-type: none"> Engagement with Executive Directors and Central Team members is developing. Leaders' knowledge of finance, HR and health and safety is developing. Leaders need some support to enable them to ensure that all aspects of the academy responsibilities in the SLAs are delivered. 	<ul style="list-style-type: none"> Leaders engage well with Executive Directors and Central Team members. Leaders have some knowledge of finance, HR and health and safety to enable them to ensure that all aspects of the academy responsibilities in the SLAs are delivered. 	<ul style="list-style-type: none"> Leaders engage proactively with Executive Directors and Central Team members. Leaders have good knowledge of finance, HR and health and safety to enable them to ensure that all aspects of the academy responsibilities in the SLAs are delivered to the highest standard. 	<ul style="list-style-type: none"> Leaders at different levels engage proactively with Executive Directors and Central Team members and are net contributors to Summit. Leaders at different levels have good and improving knowledge of finance, HR and health and safety to enable them to ensure that all aspects of the academy responsibilities in the SLAs are delivered to the highest standard.