*"If you can believe, all things are possible to those who believe."* **Mark 9:23**

# The Three Saints Academy Trust

# School Improvement Strategy

Summer 2026

## The Three Saints Academy Trust 4 Step School Improvement Cycle

School improvement is about ensuring that there is a culture of continuous improvement throughout the organisation, rather than being used solely as a means of addressing failure. This is a vital part of our commitment to ensure that every child receives a high-quality education, enabling them to secure maximum progress whatever their starting point. In turn it means that every child is taught by an excellent teacher who is passionate about both their learning and their well-being, and each teacher is supported to with access to high quality CPD.
The Three Saints 4 Step Cycle is a formal school improvement model that is applied across the trust.

## Audit

The audit process ensures that standardised information is gathered from all schools.

| Strategy | Who |
|---|---|
| Termly Analysis of Data reviewed at Trust Data Meetings and Standards and Curriculum Committee | **CEO**<br>**Headteachers**<br>**Directors** |
| Termly review of all-round school performance through oversight of in-house monitoring to measure against Trust Standards | **CEO**<br>**DCEO**<br>**Headteachers**<br>**Hub LP** |
| Other regular school visits by CEO and/or DCEO to support in-school monitoring, through taking part in learning walks and informal lesson observations, work scrutiny, reviews of school improvement plans | **CEO**<br>**DCEO**<br>**Leadership Teams**<br>**Central Ed Team** |
| Teacher Research Groups led by Directors of Maths and English, working with year group teachers and subject leaders. Work on specific focus to develop practise and moderation of standards | **Director of Maths**<br>**Director of English**<br>**Headteachers**<br>**Subject Leaders**<br>**Teachers** |
| Formal Conversations with school leaders | **CEO**<br>**DCEO** |
| TTSAT Moderation across groups of all schools to verify accuracy of data and application of Trust LUNAR Curriculum | **Headteachers**<br>**Central Ed Team**<br>**Schools** |
| TTSAT 2-day Review of all schools (annual for Ofsted 'Good' or 'Outstanding' schools and bi-annual for schools designated as 'Requiring Improvement') | **CEO**<br>**External Trust LP**<br>**DCEO**<br>**Headteachers** |
| Annual Pupil Premium Review | **CEO**<br>**Headteachers** |
| External Validation and quality assurance of school in-house self-evaluation | **External Trust LP**<br>**CEO** |
| Annual Review – completion of Trust School Dashboard - attainment and progress data (including test results), individual schools self-evaluation and improvement plan reviews to establish school key priorities | **CEO**<br>**DCEO**<br>**Headteachers** |
| Measurement of school against Trust standards, carried out by HUB LP or CEO | **CEO**<br>**Hub LP**<br>**Headteachers** |

## Plan

Information from the audit phase evaluated against Trust Standards and KPIs accurately identify areas of need and areas of improvement

| Key Performance Indicators |
|---|
| All children are making at least expected progress |
| All children are attaining expected standard appropriate for each individual |
| All teaching is at least good |
| Pupil attendance is in line with the national average or higher |
| Behaviours for learning are at least good |

Evaluation of where each school sits within their School Improvement Journey is carried out by reviewing audit information and establishing the relevant phase.

| Stage of school improvement journey | Characterised by | Key Leadership Qualities |
|---|---|---|
| Phase 1: Stabilise | • School requires significant improvement<br>• No clear underpinning for the future | • Calm and reassuring leadership<br>• Focusing on urgent priorities<br>• Ensuring team members have the right jobs<br>• High visibility |
| Phase 2: Repair | • Establishing more control<br>• Reactive decision-making<br>• Make the school feel more like a regular school | • Embedding early improvements<br>• Building a medium-term plan<br>• Retaining visibility, but increasing focus on quality assurance |
| Phase 3: Improve | • More proactive leadership<br>• Embedding strategies<br>• Improving outcomes | • Monitoring and tracking performance is key<br>• Shifting from management to leadership<br>• Increasing benefits from collaboration |
| Phase 4: Sustain | • Confidence in performance<br>• Increase innovation in delivery | • Securing excellence<br>• Looking to lead collaboration<br>• Increasing focus on 3-5 year planning |

| Criteria for enforced intervention | Intervention by |
|---|---|
| **Ofsted rating of Inadequate**<br>and/or<br>**TTSAT Review (that is externally validated) judging**<br>• Effectiveness of leadership and management<br>• Quality of teaching, learning and assessment<br>• Personal development, behaviour and welfare<br>• Outcomes for pupils; or<br>• Early years provision<br>**to be Inadequate** | General: Board of Directors/School Committee<br>Enforced: CEO |
| **Ofsted rating of Requires Improvement**<br>and/or<br>**TTSAT Review (that is externally validated) judging**<br>• Effectiveness of leadership and management<br>• Quality of teaching, learning and assessment<br>• Personal development, behaviour and welfare<br>• Outcomes for pupils; or<br>• Early years provision<br>**to be Requires Improvement** | General: School Committee<br>Enforced: CEO |
| **A decline in any of the Key Performance Indicators of more than 5%.** | General: School Committee<br>Enforced: CEO |
| **A decline in any of the Key Performance Indicators of up to 5% or decline in meeting Trust Standards** | General: Headteacher<br>Enforced: School Committee |

| | |
|---|---|
| **Any decline in any of the Key Performance Indicators or decline in meeting Trust Standards** | General: Headteacher<br>Enforced: School Committee |

The next step in the cycle is for the Trust's leaders, after consultation with the school, to decide upon and commission the most appropriate intervention to bring about rapid improvement.

Good and outstanding schools will have some choice in the intervention within their own school through discussion with the CEO. In schools deemed inadequate or requiring improvement intervention is agreed by the CEO.

The audit and planning phases of the school improvement strategy are designed to ensure intervention is timely and supportive. Acting early results in sustained continuous improvement for all schools and addresses any decline in standards or performance quickly by addressing the identified needs.

## Do

TTSAT has a strong Central Team and also improves practice through school-to-school support. As a small Trust we have a clear knowledge of our AFIs and we have identified areas of outstanding practice and expertise.

**Central Team**

- Deputy CEO
- Director of Maths
- Executive Director of English
- Director of English
- Director of Safeguarding & Attendance
- Director of SEND (to be appointed in line with growth)

To add capacity Subject Ambassadors are appointed to lead foundation subjects and each HT leads on a specific aspect area.

| Areas of outstanding practice and expertise within TTSAT |
|---|
| Key Stage 1 & 2 Trust Curriculum (LUNAR Curriculum written by TTSAT) |
| Early Years Teaching and provision |
| Mathematics (NW3 Maths Hub is led by TTSAT). Ark Maths Mastery Partnership |
| School Improvement/CPD via Central Team and North West Learning Partnership (TTSAT CPD company) |
| SHINE Project 'Are you really reading?' TTSAT has written this approach to reading, implemented it into our schools, supported other schools in implementation and developed advocate teachers across our Trust |
| SHINE Project 'Nurturing young mathematicians' TTSAT has written this approach for Nursery and PVI settings, implemented it into our schools, supported other settings in maths |
| Special Educational Needs |
| Safeguarding |
| Attendance |
| SMSC and Christian Distinctiveness for our C.E. Schools |
| Leadership and Management |
| Subject Leadership |
| Assessment and moderation |
| Impact of Pupil Premium |
| Finance |
| HR |
| Enrichment |
| Equality, Diversity and Inclusion |
| Specialist Teaching (Sport/Music/ Modern Foreign Languages) |
| Governance |

| AFI's for TTSAT |
|---|
| Implement our SEND Strategy, including termly SEND Forum for SENDCO's |
| Estates Management |

## TTSAT School Improvement

### Tier 1

This support is universal and available for all schools in TTSAT

- Access to CPD from NWLP & Work Groups with Maths Hub NW3, tailored programme of support

- Year group teachers access Teacher Research Groups led by Director of Maths and Director of English
- Subject Leaders access to Director of Maths, Director of English and termly network sessions
- Access to Trust moderation and work scrutiny sessions
- Access to Annual Trust training programme
- Termly moderation and standardisation sessions
- Access to Annual Trust training day
- Annual Safeguarding and attendance audit
- All staff access to annual job chats led by DCEO
- Headteacher attend half termly Leadership Forums
- Annual 2-day School Review with SI actions agreed
- Annual Pupil Premium Review with SI actions agreed
- Hub LP works with Headteacher 2 half days per half term to assess school against Trust standards

## Tier 2

The second tier of intervention is through the deployment of Central Team, specialist lead teachers employed by the Trust or school leaders to directly address any areas of concern. Their interventions will be designed with the DCEO and will be time-limited and reviewed regularly with the CEO.

| Overall Strategy |
|---|
| Central Team & strong lead practitioners act as coaches and mentors to less experienced or under-performing colleagues across schools to tackle specific performance issues. |
| Central Team; Director of Maths & English lead Teacher Research Groups working with year group teachers and the subject leaders. Work on specific areas of focus to develop practise and moderation of standards |
| **T**eachers have been identified across the Trust with specific strengths. These specialist lead teachers lead on areas such as SEND, Assessment and curriculum across TTSAT along with subject leaders. |
| Key subject leaders lead across the Trust to develop the Trust curriculum, lead on moderation and run staff training (on a one-to-one, small group, whole school, or trust basis) to develop subject knowledge. |
| CEO, DCEO or one of the Hub LP's make strategic leadership interventions, for example, to support the writing and monitoring of school improvement plans, address staffing problems etc. |

**If the most effective intervention is not available from within the Trust, then the Trust will commission and fund external advice and support.**

All school improvement interventions will have clear targets, will be time limited and have agreed success criteria.

| Interventions are delivered through either: |
|---|
| In-school intervention – where there is capacity and expertise within the school. The Trust will work with the school to draw up an agreed intervention plan. |
| School-to-school intervention – where there is not sufficient capacity or expertise within the school but that capacity exists with another of the Trust's schools. In this case the Trust will work with both schools to broker support and to draw up an agreed intervention plan. |
| TTSAT intervention – where direct intervention is needed by the Trust's Central Team, DCEO or by one of the Trust's Strategic Headteachers. |

## Review

The final stage of the cycle is review, which begins with reviewing all interventions for successful impact. Impact will be measured by improvements in practice, improvements in systems, improvements in organisation but ultimately impact must be seen in improved outcomes for pupils evidenced within data or work scrutiny.

The review stage naturally dovetails and feeds into all the meetings and conversations described in the audit stage. It also involves the following:

| Review activities: |
|---|
| All Headteachers discuss their Schools data at termly data meeting with CEO |
| Summaries of school intervention plans are submitted to Trust's Board at least annually or more frequently if required |
| Schools are discussed monthly at Central Education & Corporate Team Meetings and actions reviewed and planned |
| Headteachers appear in person before the Trust's Standards and curriculum committee termly, to report on pupil attainment, progress and on the implementation of their school improvement plans |
| CEO and DCEO meet to review performance against targets every half term and CEO reports to the Board every term |
| CEO meets half termly with the Chair of the Board where data and all other aspects of performance are discussed |
| A Trust Performance Dashboard is shared with the Board every term. School dashboards are shared with Board termly and school committees annually with overview of statutory data |

Review ensures accountability and applies to all staff. The Trust has created peer-level opportunities. Good and outstanding school teachers and school leaders also benefit from peer support, external intervention and challenge. In the Trust this is facilitated by:

- Providing opportunities for colleagues to observe each other's teaching, sharing of excellent practice; Teacher Research Groups
- Providing opportunities for teachers to collaborate on shared projects e.g. the lead teachers for writing from across the Trust working together to co-construct writing exemplars, developing the Trust LUNAR Curriculum, working as Advocates in the SHINE projects
- Providing high quality external sourced training e.g. NPQ's training for Trust senior and middle leaders;
- Providing systems to facilitate networking, Trust training, Moderation, CPD
- Convening regular meetings of Headteachers to provide CPD around a given focus
- Clarifying the expectations and ensuring consistency across the Trust e.g. the role and performance of teachers on UPS;
- Supporting the collaboration of different groups within the Trust e.g. SEND leaders, EYFS practitioners, Assessment managers, School Business Managers, FSW, etc.
- Convening regular meetings with other partners (MATS, LA, Local Clusters, Faith Clusters) to provide CPD and opportunities for development and cross partnership working.

## Track record of School Improvement

The leadership team of TTSAT have maintained an Outstanding judgement in St Mary & St Thomas C.E. Primary School over a period of 15 years, inspected twice since conversion the most recent being February 2025.
St Ann's C.E Primary outstanding in 4 out of 5 judgement when re-inspected since conversion March 2025

St Michael with St Thomas joined TTSAT in 2018. Halton LA put an Interim Executive board in place and judged the school as Inadequate. Ofsted inspected the school in 2023 and due to intervention from TTSAT judged it as Good with B&A and PD as outstanding.

St Michael with St Thomas on joining TTSAT had the lowest Phonics screening score in the country – 33%. In 2021/22 this had increased to 100%.

Ofsted reports relating to the school improvements listed below:

'Outstanding leadership at all levels contributes to the school providing a high quality of education.'

'Staff's subject knowledge is extremely strong as a result of the focused training they receive. Staff at all levels work with others, including colleagues across the MAT, to share their expertise.'

'Leaders across the MAT have designed a bespoke curriculum which meets the needs of pupils extremely effectively. Leaders have identified the knowledge, skills and understanding they want pupils to gain in each subject. '

| **Other School improvement work and engagements carried out by members of the Trust leadership team:** |
|---|
| • School Improvement<br>- TTSAT leads Maths Hub NW3 and supports schools across the Northwest in 5 Local Authorities<br>- Northwest Learning Partnership (CPD arm of TTSAT) has 52 partners who buy in support and CPD<br>- SHINE Reading project developing reading standards and transition from KS2 to KS3 is led by the Trust, 50 primary schools and 10 secondary schools from across NW region |
| • School to School Support: The CEO has been matched with and delivered the DFE SI offer to a total of 5 schools in the last 2 years |
| • Secondments<br>- The CEO was seconded for a term in 2021-22 to set up St Joseph Catholic MAT, Liverpool Archdiocese |
| • Schools Direct Initial Teacher Training: with Liverpool John Moores<br>- Train 20-30 Primary teachers each year Primary and Secondary |

**Capacity to improve schools**

Currently in our schools we have very strong leadership teams. Each school has capacity to release the Headteacher/senior leaders and backfill within own schools with existing staff to enable release for school improvement activities within the trust. We currently have a range of Exec HTs, HTs, DHTs and AHTs in our schools.

We have developed a strong central team which adds significant capacity for school improvement, we plan to expand this team as soon as practical in line with growth.

Annual job chats with the DCEO have fed into TTSAT Succession plan. This plots clear career pathways for all staff and supports attraction, retention and support high quality employees. This plan will ensure that as need within the trust grows, we are able to backfill gaps identified within the Trust by growing our own staff.

The growth plan has been devised with an understanding of what each member of the leadership group can offer (time and expertise) and is designed around the skills and capacity we have with planned staff development to support the growth.

**Finance**

- CFOO heads our team of SBMs and Finance/HR Administrator, Finance Manager
- Standardised finance packages are in place across all schools and staff are fully training in the use of PS Financials
- CFOO provides continuity between the group standardising finance systems and procedures
- CFOO monitors systems and procedures and challenges school SBMs to ensure consistency
- CFOO & Finance Manager carries out month end procedures alongside SBMs
- CFOO works closely with our accountants and internal audit
- The Board receive reports from CFOO, including monitoring reports and info from accountants so they can carry out their functions effectively
- CFOO runs a termly network for all SBMs and Finance Assistants across the Trust

**TTSAT Finance plan**

- The Trust Levy will be reviewed each year
- What will this cover? –Some items are funded from the TL, others from 'buy back' as a group
- The TL covers costs of Central Team, HR provision, Legal services, payroll, Finance, H&S, IT, insurance
- Reserves are built within the trust schools' budgets over time
- CFOO is responsible for setting budgets with each school using consistent systems and procedures

**TTSAT School Improvement offer**

**RI or Inadequate schools** will have a bespoke plan put into place by the CEO & DCEO in addition of much of offer below

**Good & Outstanding schools**

- 2 day annual review led by external consultant and CEO/DCEO
- Annual PP review led by CEO
- Termly data meeting with CEO & DCEO
- Access to Trust LUNAR Curriculum
- 1 day per half term visit by Director of Maths, Director of English and Director of EYFS
- Teachers included in Trust Maths TRGs & English TRGs
- 2 half days per half term Hub LP visit to QA Trust standards
- 1 day per half term visit from Director of Safeguarding and Attendance (includes attendance at a school Attendance team meeting
- Statutory Safeguarding training led by Director of S&A
- DSL attendance at termly DSL Trust Forum
- Supervision for DSL & FSW (or equivalent)
- Access for all staff to Trust moderation sessions
- Attendance at Trust twilight CPD sessions
- Attendance at annual Trust training day (November)
- Attendance at Leadership Forum 0.5 day half termly
- Access to full support of NW3 Maths Hub, pathways mapped to meet the schools needs
- Access to full timetable of NWLP training (large proportion free or considerably reduced)
- Access to all subject leadership and NWLP networks including: Trust specific – EYFS, SBM, Maths and English. NWLP – Maths, English, Science, Computing, EYFS, MHWB and Attendance, SENCO