

Support and Challenge Relationship Model 2025-26

An Academy Trust exists to support and challenge its schools. This document sets out a brief executive summary of how our Trust supports and challenges schools around school improvement.

One of the primary objectives arising from our mission of *'delivering the very best Catholic Education now and for generations to come'* is the realisation of the full potential in every child. In our Trust staff will work together to ensure the very best outcomes for all children through high quality school provision.

We are committed to Trust wide school improvement that ensures:

- Quality first teaching for every pupil every day.
- The whole child achieves, and our focus is child centred.
- The highest standards of achievement for every pupil regardless of background or need.
- Robust and effective leadership and governance.
- Participation by all schools in subject clusters and moderation.
- Participation by all schools in cross phase planning.
- The highest standards of financial/business delivery, ensuring that the Trust's business operation underpins the delivery and work of all our Schools.
- Flourishing learners need flourishing educators – Ensuring high quality CPD for all staff members.
- Personalised structures to support peer to peer support, subject clusters, mentoring and coaching as well as subject and specific area development including ECTs and ITTs.
- All heads are supported to ensure schools are Good or Outstanding in Ofsted and Section 48 Inspections.
- Outcomes for pupils in statutory data are high with the majority being above National and Herts averages. Our strategy is to ensure that every school is above national and Herts Data averages and that every school improves on all judged outcomes in a timely, well planned and supportive way.
- Expectations are high in all our schools and will continue to be so.

During the Academic Year the Trust will support and challenge via:

- Termly data analysis.
- Termly analysis of attendance.
- Regular joint Learning Walks (including joint lesson visits and work scrutiny).
- Completion of a Safeguarding review including auditing of safeguarding files and records.
- At least 3 meetings with pupils to discuss their educational experiences and understand their key priorities for school improvement including a focus on SEND.
- Review Parent/Staff/Pupil surveys.
- Regular subject discussions and monitoring in line with schools' subject priorities, subject action plans and termly subject reviews. Develop with schools an appropriate action plan.



- Termly Peer Learning Conversations: these will involve Trust headteachers coming together to identify and discuss best practice as highlighted in external visits to schools and internal reviews.
- Ongoing coaching for senior and middle leaders initiated by Exec, School Heads and delivered by the most appropriate agent (Trust, school, HFL, other).
- Ongoing leadership coaching from the CEO, Deputy CEO, ESIL and external providers.
- Regular review of website documentation.

Annual School improvement cycle

Summer term 2025	May	June	July	
	<ul style="list-style-type: none"> • Upload to Gov hub Heads – current SEF and SDP 	<ul style="list-style-type: none"> • School SDP meeting as an SLT • School & Exec meet to review current progress and impact of SDP (24-25) and set targets (without data) for 25-26 	<ul style="list-style-type: none"> • School to analyse data and send through to BOC by 15th July • School to finalise SDP by end of term and send to BOC 	
Autumn Term 2025	September	October	November	December
	<ul style="list-style-type: none"> • Set school predictions • School SDP meeting with Exec to agree targets, termly priorities and any support or CPD/sharing. Schedule meetings and visits, as well as purpose of visits. 	<ul style="list-style-type: none"> • SEA visit – feedback attended by Exec • Exec school improvement action planning meeting. 	<ul style="list-style-type: none"> • Exec ½ Termly visit • Attendance at moderation clusters – Year group leads 	<ul style="list-style-type: none"> • Autumn Data analysis and action plan review • School & Exec meetings. • Exec school improvement action planning meeting.





	<ul style="list-style-type: none"> Exec School improvement action planning meeting. 			
Spring Term 2026	January	February	March	April
	<ul style="list-style-type: none"> SEA visit – feedback attended by Exec Exec data analysis and tracking 	<ul style="list-style-type: none"> Exec ½ Termly visit 	<ul style="list-style-type: none"> Exec school improvement action planning meeting. Attendance at moderation clusters – Year group leads 	<ul style="list-style-type: none"> Spring Data analysis and action plan review School & Exec ½ Termly visit

Summer Term 2026	May	June	July	
	<ul style="list-style-type: none"> SEA visit – feedback attended by Exec Attendance at moderation clusters Year group leads Exec data analysis and tracking Exec school improvement action planning meeting. 	<ul style="list-style-type: none"> Exec ½ Termly visit Annual trust surveys School review of SDP 25-26 – Send to Exec 	<ul style="list-style-type: none"> School Data Analysis send to Exec by 15th July 2026 Trust analysis of school SDP evaluations and impact Review SDP for next year with exec Exec data analysis and tracking 	

