



Tudor Grange
Academies Trust



2024/2025

Vision for School Improvement

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Vision for school improvement

Tudor Grange Academies Trust is committed to securing a high quality, inclusive education in all our schools. This means highly valuing our children and our staff, meeting their needs as individuals, and therefore securing success for everyone.

We are determined and ambitious for every child, therefore, our school improvement vision is rooted in high expectations for every learner, and member of staff.

Our schools prioritise ensuring that everyone feels like they belong. Our school improvement strategy includes making sure that all voices are heard, valued, and respected. Everyone has responsibility for ensuring our schools are focused on improving through a culture of betterment. Our school improvement strategy enables focused and meaningful collaboration, ensuring we continuously evolve, using new ideas and technologies to improve the educational experience of our children, securing great outcomes. We strive to be outward-facing and curious, so that we are a Trust that is not simply its own echo-chamber, and so that we work together with our regional and national partners for the benefit of the wider educational landscape.



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Capacity for improvement and innovation

Our systems leadership team is comprised of high-calibre leaders who embody the core values of thoughtful leadership and betterment. Within our team we have people who are experts in their field, are evidence-informed, and connected to networks regionally and nationally. The core responsibility of the team is to harness the collective wisdom of our schools and develop 'products' (policies, curriculum, teaching materials) to exemplify the standards we want to see in every school, they also support teachers and leaders to implement them well. At all times our systems leadership team model the Trust's core values of moral clarity, diligence and ingenuity. The team works by:

1. Listening deeply
2. Noticing carefully
3. Reflecting often
4. Adapting intelligently



Improvement and innovation expertise



All leaders in the trust share a collective commitment to improving every school for **every child** because we know that our shared expertise creates positive and lasting change.

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How we know we are improving

We use a range of intelligence-gathering processes and sources to triangulate progress, identify trends, and inform our activities in our schools.

Internal evidence:

	Term 1	Term 2	Term 3
Governance		Director's Report	Director's Report
	MET Reviews		MET Reviews
	Data Analysis	Data Analysis	Data Analysis
Systems Leadership and School Improvement	Steering Groups	Steering Groups	Steering Groups
	Subject Advisors	Subject Advisors	Subject Advisors
	Trust INSET 1	Trust INSET 2	Trust INSET 3
	School-to-School Support	School-to-School Support	School-to-School Support
	Principals	Principals	Principals

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Robust processes to deliver improvement

We improve schools through a range of systems, products, and expertise to exemplify the standards of excellence we want to achieve for all.

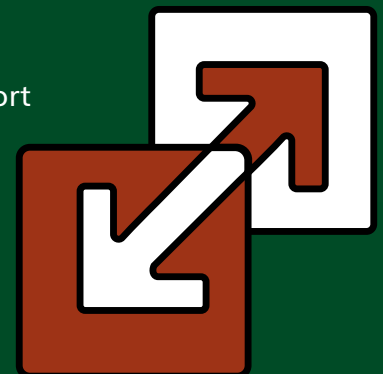
We aim to support all schools over time recognising their unique school improvement journey, identity, and context.

When we welcome a new school to our Trust, we offer a personalised transition programme to ensure that onboarding is appropriate, timely, and supportive.

During this time schools can expect some of the following examples:

Transition support:

- Induction on systems and processes across the Trust
- Key contact within the director team
- Monitoring and Evaluation Team audit and support
- Core audit offer
- Attendance at steering groups
- INSET attendance
- Product library and publications



There are **three school improvement phases** for the schools within our Trust to access.

We know that schools are much more than their Ofsted category and treat them all as individuals and we balance this with support and guidance that is suitable for their school improvement journey.



Improve

Intensive support for rapid progress

Schools in an Ofsted category or Requires Improvement;

Schools with declining profiles.

e.g. attendance, behaviour, data



Maintain

Challenge and support

Schools with a good Ofsted rating;

Schools with stable or improving attendance, behaviour, data profiles;

Majority green/amber on the director's report.



Enhance

Exemplify best practice

Schools with consistently good or outstanding Ofsted grading and/or current SEF rating;

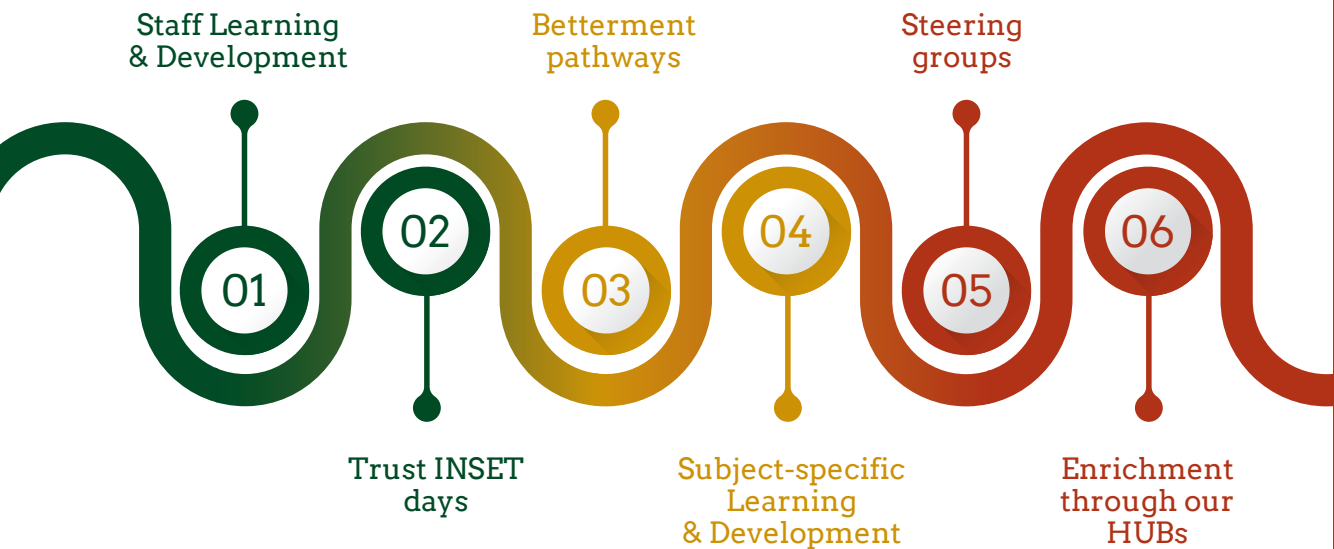
Consistently green on the director's report;

Above national average for all performance indicators.

Schools will receive a varied menu of support and exemplification products based on the phase they are in.

Disciplined innovation

The Trust is dedicated to sustaining purposeful innovation. We do this through a number of mechanisms:



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[Click Here for further information](#)
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Quality assurance

We need to be sure that we are doing the right things, and we believe that expert checking will help our schools to do even better. Alongside our internal Quality Assurance conducted by schools, Directors and our Trust calendar of QA activities, we believe that another pair of eyes helps to provide an objective, independent evaluation of their practices, processes, and outcomes. An objective review serves as a valuable tool for schools to reflect on their strengths, and identify areas for improvement.

The MET team

All of our schools benefit from carefully constructed visits from the Monitoring and Evaluation Team (MET). The MET is led by the Director of Monitoring and Evaluation, and supported by a group of educational specialists who work outside of the Trust. All members of the team have backgrounds in teaching, school leadership and Ofsted. The MET provides school and Trust leaders (including our CEO, board, and directors) with key information on the performance priorities of individual academies, and on Trust-wide focus areas.

In addition to those Trust-wide priorities, which are monitored across all visits, an important part of the MET review process is collaboration with school leaders to help to identify which core areas will be evaluated during each visit. This partnership is crucial to ensure school leaders take a full and integral part in the MET visit process. Core areas of focus for monitoring visits can include curriculum intent and planning, the quality of teaching, the personal development of students, the behaviour of students, students' attendance, and the efficacy of the school's systems and leadership.

All of our academies receive two monitoring visits per year. The initial visit takes place in the autumn or early spring term, with the size of the MET team reflective of the number of students on the academy's roll, and on its specific context. The MET's second visit takes place later in the spring or summer term and looks at the progress that has been made towards earlier recommendations.

At the end of each MET visit, school leaders receive detailed verbal feedback in addition to the comprehensive MET report, which will indicate next steps.



Our ambition

Together, we will build a community of learners who are cared for, successful and confident. Through determination and ambition for all children, we will unlock the potential within each student, guiding them toward a future of success and fulfilment.

This links directly to our Trust values and everything that we do:

1. Maintain moral clarity
2. Work with diligence
3. Respond with ingenuity, learning more from our failures than we do from our successes

Leaders throughout the Trust champion these values **at all times**.



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Learning and development programmes

At Tudor Grange Academies Trust, we firmly believe that the cornerstone of an outstanding educational environment is the learning and development of our staff.

Our ethos is built on the understanding that education is a dynamic and evolving field. To remain at the forefront, we must foster a culture of lifelong learning and professional excellence. This commitment to learning and development is not just about enhancing skills and knowledge; it is about nurturing a collective wisdom that benefits our entire community.

We recognise that each individual brings unique strengths and perspectives to our Trust. By investing in their development, we not only empower them to reach their full potential but also enrich the educational experiences of our children. Our learning and development programmes are designed to be inclusive, collaborative, and innovative, ensuring that all staff members have access to the resources and support they need to thrive.

At the heart of our approach is a belief in betterment. We strive for continuous improvement, always seeking new ways to enhance our practices and outcomes. This dedication to betterment is reflected in our learning and development initiatives, which are tailored to meet the diverse needs of our staff and aligned with our strategic goals.

Collective wisdom is another pillar of our philosophy. We understand that the best ideas often emerge from collaboration and shared experiences. By fostering a culture of open dialogue and mutual support, we create an environment where everyone can contribute to and benefit from our collective knowledge.

We believe in the power of education to transform lives. By investing in our staff, we are investing in the future of our students and our community.

Our learning and development programme offers a range of opportunities to develop and grow staff taking into account their career stages and individual aspirations.

[Click Here](#)
for LD
opportunities



Trust INSET days

We run three Trust INSET days a year as we believe it is important to come together as a family of schools to share best practice and to collaborate in subject specialist areas. We host all of our INSET days within our own schools so that staff can experience the range of settings and communities that we serve. Dedicated time working with peers enables colleagues to learn from each other and to build on their assessment and curriculum pathways, ensuring that our children get the very best.

Past INSET day agendas have included a focus on our commitment to reading and writing, attendance conferences, early years conferences, and Teaching Assistant conferences, just to name a few.

"Great session with a wonderful speaker."

"Great that the conference catered for primary and secondary subject development, EYFS, support staff, and attendance – every minute used effectively."

"Hugely appreciate the chance to meet up with other subject specialists from across the trust."



Betterment pathways

We offer personalised betterment pathways for both teaching and support staff. These pathways offer staff a number of different opportunities to upskill themselves through a range of internal and external courses including gaining higher qualifications such as Masters and Doctorate degrees. We also offer staff opportunities to work across the Trust in roles both within the central team and within their own schools. We believe in investing in our people and harnessing their talent, so that we continually grow our own leaders.

One of our many success stories:

"The Masters in Senior Leadership in Education, which TGAT supported me to complete, has helped me grow both professionally and personally. The course has been invaluable in building my confidence and equipping me to cope with the demands of stepping into a leadership role".

Subject-specific learning and development

In addition to our Betterment pathways, we offer a host of subject-specific LD. We meet regularly as subject experts on our Trust INSET days and encourage schools to work collaboratively on curriculum design and pedagogy. We have an exciting range of expert teachers and leaders in posts to support the broad and balanced curriculum that we champion.

The range of expertise we have within our Trust includes:

EY and Primary	Secondary and Post-16
Early Years advisor	English advisor
Early Years Foundation Stage advisor	Maths advisor
Phonics consultancy	Science advisor
Primary Curriculum advisor	Physics Lead Practitioner
Primary English advisor: reading	Geography Lead Practitioner
Primary English advisor: writing	ADI Dance
Primary Maths advisor	ADI and CC: Drama and Performing Arts
Primary Science	ADI and CC: DT
Primary Science	ADI Food
Primary Science	ADI and CC: Health Sciences
Primary: SEMH lead	ADI and CC: History
Primary: SEND lead	ADI and CC: Media
	ADI MFL
Wider	ADI French
Trust Safeguarding lead	ADI German
Director of Inclusion	ADI Spanish
Trust Attendance Welfare officer	ADI Music
Director of Secondary Standards	ADI and CC PE and Sports Studies
Director of Primary Standards	ADI RE
Regional Leader of Education	ADI and CC: Biology
Director of Systems Leadership	ADI and CC: Chemistry
Deputy Director of Systems Leadership	ADI and CC: Physics
Deputy Director of Secondary Standards	ADI Social Sciences
Teaching School Hub Director	ADI STEPS
NPQ lead	CC Art
ECF lead	CC Business and Enterprise
ITT lead	CC Citizenship, RE, and STEPS
Maths Hub Director	CC Computer Science and IT
Research School Director	CC PSHE
Deputy Research School Director	CC English: Shakespeare
Languages Hub Director	CC English: Poetry
	CC English: Prose

ADI – Assessment and Disciplined Innovator

Offering support with Trust aligned assessments within subject disciplines and innovation on Trust INSET days

CC – Curriculum Co-ordinator

Subject experts that support the ongoing development of the curriculum and resources

Some of the subject-specific learning and development that we have on offer is detailed below along with the workshops that our specialist hubs run.

Science learning and development

- Science task design – conceptual variation
- Middle leader development – radical candour, accountability and responsibility
- Middle leader development – motivating your team
- Middle leader development – intervention
- Middle leader development – reflective leadership
- Responsive teaching – adapting resources
- Responsive teaching – responding in the moment
- Sentence stacking in Science catch-up session (for new staff in the Trust)

For more information on any of these sessions, please contact Ellie Caple: Ecaple@tgacademy.org.uk

English learning and development

- The Trust approach to writing
- Improving Primary writing
- Improving Secondary writing
- English Association and University of Birmingham: Medieval Literature and pathways towards it from KS3
- Rapidly Improving English at KS4
- Securing robust assessment and standardised outcomes (KS3, 4, 5)
- Securing fidelity to Little Wandle phonics (primary)
- Curriculum intent, implementation and impact: connecting the child's experience of English from EY to A level

For more information on any of these sessions, please contact Helen Myers: hmyers@tgacademy.org.uk



Maths learning and development

Maths PD champion – half termly sessions which support the implementation of the curriculum. Each session is pinned to a curriculum half term and develops some pedagogical aspect of teaching for mastery.

Session	Maths focus	Pedagogy focus
1.1	Structure of Arithmetic	Representation
1.2	Expressions	Mathematical Thinking
1.3	Coordinate Geometry	Problem Solving
1.4	Structure of number; place value and registers	Representation; language
1.5	Structure of number; fractions	Fluency
1.6	Probability	Variation
2.1	Percentages and fraction as proportion	Enacted and attained curriculum
2.2	Linear Equations	Triads
2.3	Angle Geometry	Observation Tools; classroom arrangement vs maths
2.4	Ratio	Observation Tools; observing for the 5 big ideas
2.5	3D	Plan-Teach-evaluate
2.6	Statistics	Lesson Study
3.1	Sequences and straight-line graphs	01 Drills (fluency)
3.2	Rounding and compound measure	Procedural Variation
3.3	Expressions and simultaneous equations	Etudes (Math thinking +fluency)
3.4	Circles and constructions	Conceptual Variation
3.5	Transformations	Teaching through problem solving (MT)
3.6	Right-angled Triangles	Following a line of enquiry (MT)
4.1	Indices and quadratic expressions	Dyscalculia (Representation)
4.2	Statistics	Scaffolding (Variation)
4.3	Quadratic Equations and graphs	Dogmas of I can't do maths (coherence)
4.4	Geometry	Maths Anxiety (Mathematical Thinking)
4.5	Direct and Inverse Proportion	EAL (language and representation)
4.6	FDP	Low attainment (fluency)
5.1	Formulae	Practice; variation theory

For more information, contact
Elizabeth Bridgett on ebriidgett@solihull.tgacademy.org.uk

Tudor Grange Research School

Tudor Grange Research School works collaboratively with schools in the West Midlands to make the best possible use of research evidence to improve teaching and learning, with the aim of improving outcomes for all children, and especially for those who are disadvantaged.

Details of TGRS events, blogs and opportunities to work with us are available at <https://researchschool.org.uk/tudor-grange/>

MFL Hub learning and development

- Familiarity with Phonics (Webinar)
- Revamping Reading (Webinar)
- Principled Practice, Motivation and Engagement
- Receptive to Productive (Webinar)
- The 3 Pillars: Phonology, Vocabulary and Grammar

For more information about our LD sessions, and to sign up, please see our website: <https://grandunionlanguagehub.tgacademy.org.uk/cpd/our-cpd/>

Maths Hub learning and development

- **School development:** Targeted Bespoke Enhanced/Intensive Support
- **School development:** Teaching Maths for Mastery at Primary/Secondary
- **School development:** Mastering Number in Reception and KS1/KS2
- **School development:** Year 5-8 Continuity Work Groups
- **Secondary school development:** Supporting Students to Achieve Level 2; Developing A Level; Developing Core Maths
- **Teacher development:** Early Years Specialist Knowledge for Teaching Mathematics (Number or Shape pathways)
- **Teacher development:** Primary Specialist Knowledge for Teaching Mathematics (Number or Shape pathways)
- **Teacher development:** Secondary Specialist Knowledge for Teaching Mathematics
- **Early Career Teachers:** Specialist Knowledge for Teaching Mathematics Primary/Secondary
- **Teaching Assistant development:** Specialist Knowledge for Teaching Mathematics Primary/Secondary
- **Leader development:** Primary/Mastery/Further Education Mastery Specialists Programme; Professional Development Lead Programme; School Development Lead Programme; Secondary Maths Subject Leaders Community

Please see here for details on all of the opportunities available and to sign up: <https://originmathshub.tgacademy.org.uk/opportunities/>
For any queries, please email office@originmathshub.tgacademy.org.uk

Steering groups

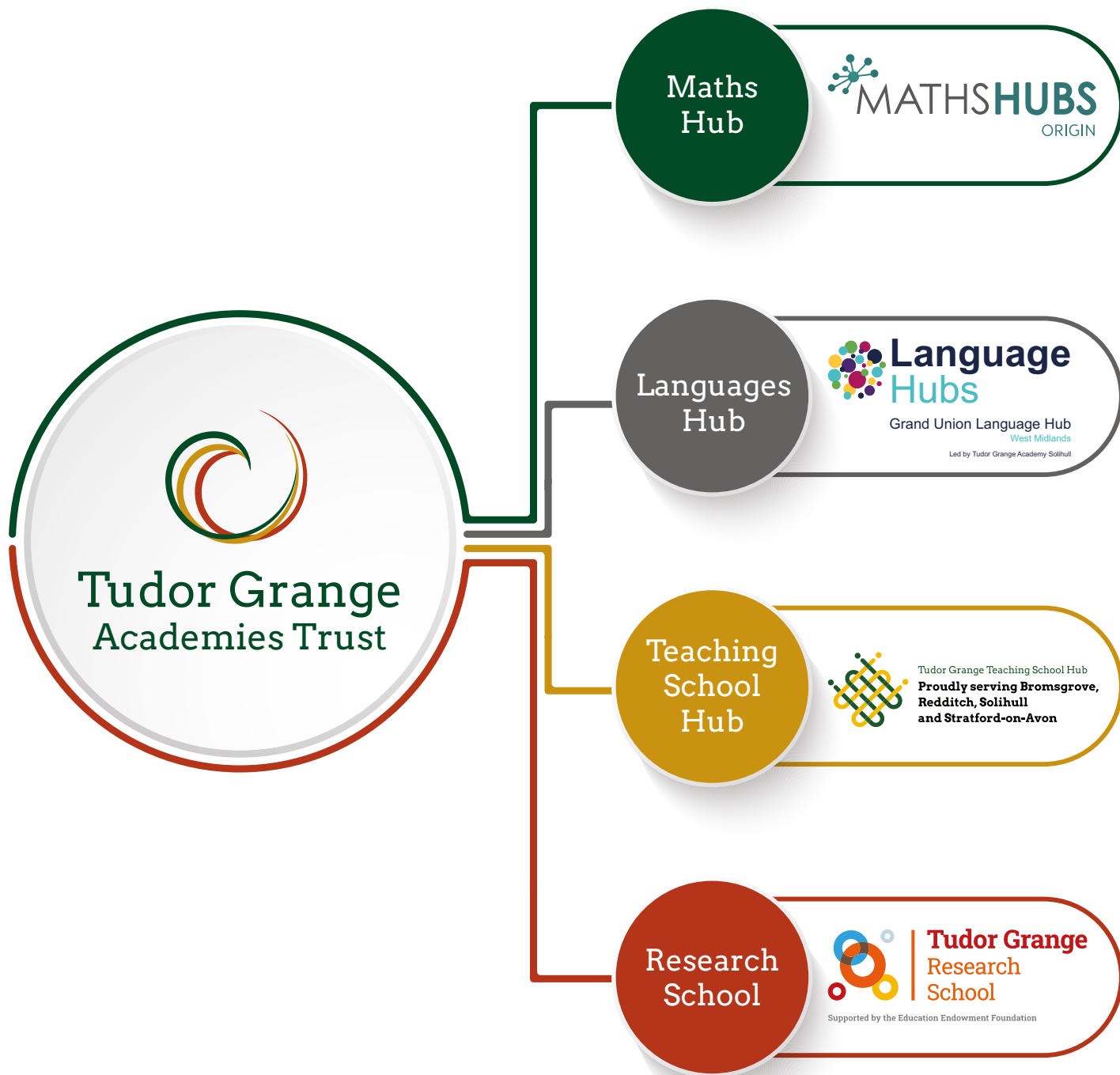
We run a number of steering groups within the Trust to ensure that all schools are represented in collective decision-making, and are kept up to date with the latest research and practice. Schools are working collectively to improve all areas across our schools.

Our steering groups consist of:

- Data Steering Group
- Teaching and Learning Steering Group
- Curriculum Steering Group
- Sixth Form Steering Group
- Pupil Premium Steering Group
- Personal Development Steering Group
- Behaviour Steering Group
- Attendance Steering Group
- SEND Co Steering Group
- DSL Steering Group
- EYFS Leads Steering Group
- Phonics Steering Group – Primary and Secondary
- Thrive Practitioners Steering Group
- Specialist Provision Steering Group
- Core subjects Steering Groups

Enrichment through our HUBs

We are fortunate enough to have a number of Hubs within our Tudor Grange Academies Trust which strengthens our learning community and offers staff additional LD and opportunities to network with professionals across the region.





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