



*Strive*  
4Academy Trust

# School Improvement Strategy and Offer



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## Welcome

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Strive4 Academy Trust is passionate about creating a world-class education system. We are a small Multi Academy Trust (MAT) with big aspirations for our schools and a proven track record of exceptional school improvement. We have the credibility and capacity to support and help other local schools take the steps needed to enjoy the benefits that academisation brings. Both schools currently in our MAT are autonomous and have a set of strengths and things they do well. We build on these strengths and empower schools to specialise in their area of expertise and continue to engage with their communities.

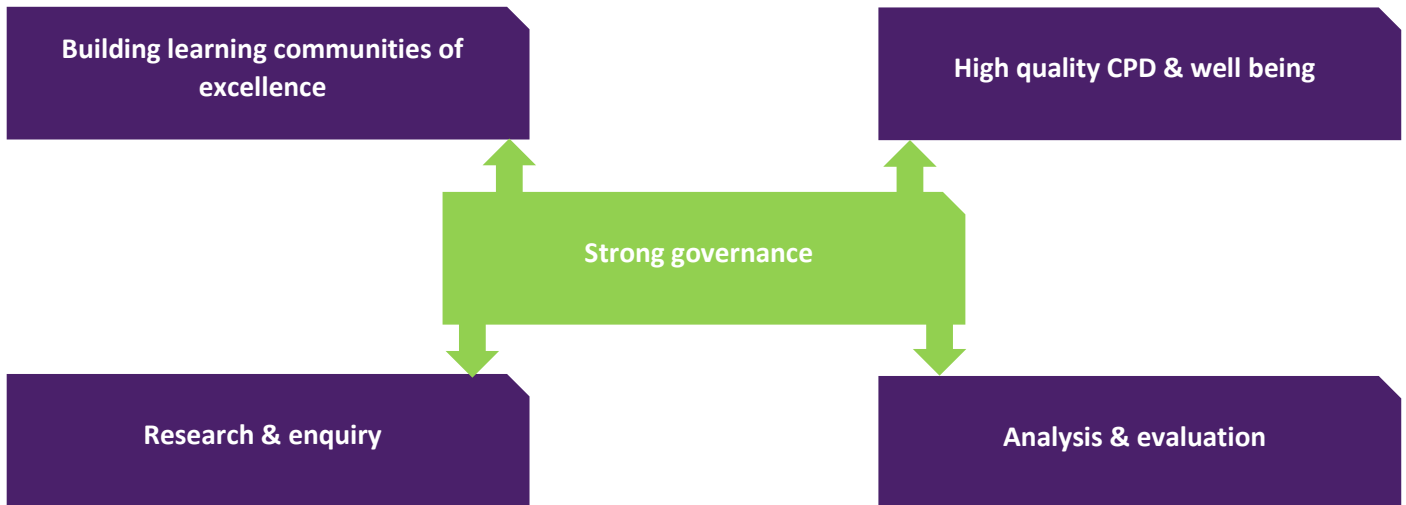
At Strive4 Academy Trust, improvement is seen as a collective responsibility and our strong systems and structures support all our **schools** and support all those that partner us.

Our approach to school improvement is based upon a shared vision and values-centered around an exceptional education for every child.

We work with academies and schools at different stages of their journey of continual self-improvement. Whether at leadership or classroom level, different strategies will be needed to ensure all children achieve at the highest level in all areas of school life. We fully understand that every school is unique and that every school is at a different point in their journey as they strive for excellence. Our highly qualified and experienced Executive and Central Team will work with leaders, trustees and governors to evaluate and decide how we can best support you by creating a bespoke core offer of support and improvement for your individual school.

## Ethical Leadership

Ethical leadership is seminal in our school improvement work at civic, Trust and system level.



## What we have to offer

Strive4 Academy Trust offers a distinctive model for primary schools wanting to be part of, or work with, a progressive and innovative Trust. The main features on offer include:



A Trust focused on primary schools.



A partnership of equals – sharing the same values and vision and sharing the responsibility for driving the development of the Trust and all schools within it.



A Trust that strives for excellence and that demands the best educational and learning experiences for the children; where everyone is willing to go that extra mile for the children.



A highly experienced and wide-ranging school improvement team led by an experienced and successful Chief Executive Officer.

We are committed to ensuring all our schools and all schools that partner us, achieve the highest standards of education and learner outcomes. Our School Improvement Offer is designed to support and accelerate school performance, enabling all pupils to thrive. We leverage a collaborative, evidence-based approach tailored to the specific needs of each school, aiming to drive sustainable improvements.

# Our approach

Our school improvement offer is strategically planned to ensure the optimum level of support is provided to each school. Dispassionate quality assurance focuses on specific aspects of school improvement and aligns with the school's priorities.

## 1. School Improvement Partner (SIP) Support

### Tier 1 - sustaining excellence

- 10 Executive Meetings
- 3 x formal School Improvement Visits
- 2 x informal School Improvement visits
- Annual quality of education review
- Maths Hub
- English Hub
- SEND hub
- EYFS hub
- Staff secondment opportunities to support other school

### Tier 2 - from good to great

- As above and in addition:
- Termly visits from the school improvement team
- Facilitating joint observations within the leadership team
- Bespoke focus work on moving from good to great

### Tier 3 - needing improvement

- As above and in addition:
- Fortnightly in-school support for Heads/Headteachers and leadership team
- Middle Leadership Development
- Bespoke focus work on school improvement

### Tier 4 - needing stabilisation

- As above and in addition:
- weekly in-school support for heads/headteachers
- school to school development
- Staff INSET delivery
- Local Governing Body intervention and support
- support with dispassionate quality assurance
- Bespoke focus work on school improvement

- The school will be assigned a dedicated SIP who will work closely with school leaders to identify key priorities, develop strategic improvement plans, and provide ongoing challenge: and support.

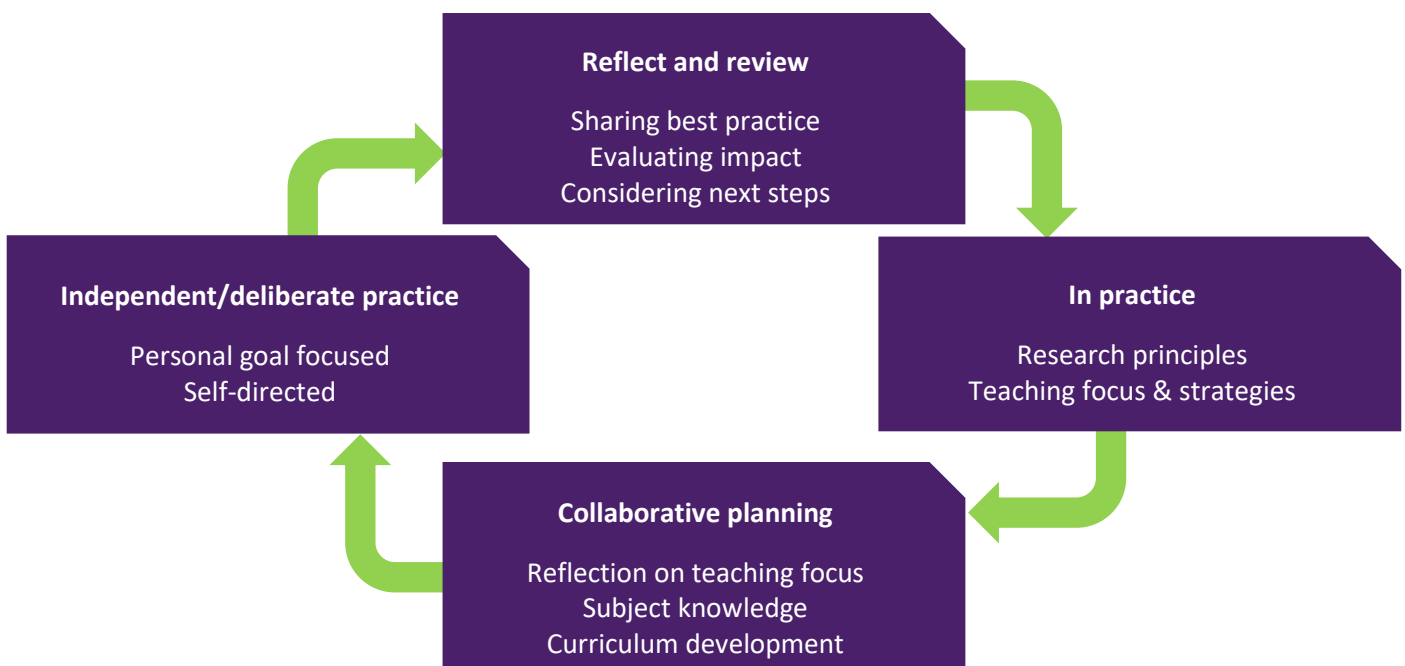
## 2. Curriculum Development and Quality Assurance

- Support in curriculum design, ensuring it is ambitious, broad, balanced, and meets statutory requirements.
- Subject-specific guidance and development programs to enhance and enrich curriculum implementation.
- Quality assurance processes including learning walks, lesson observations, and work scrutiny.

## 3. System Leadership Development

- A comprehensive leadership development program for senior, middle, and aspiring leaders.
- Coaching and mentoring for headteachers and senior leaders to build capacity and drive improvements.
- Access to trust-wide leadership networks for sharing best practices and collaboration.

## 4. Teaching and Learning Support



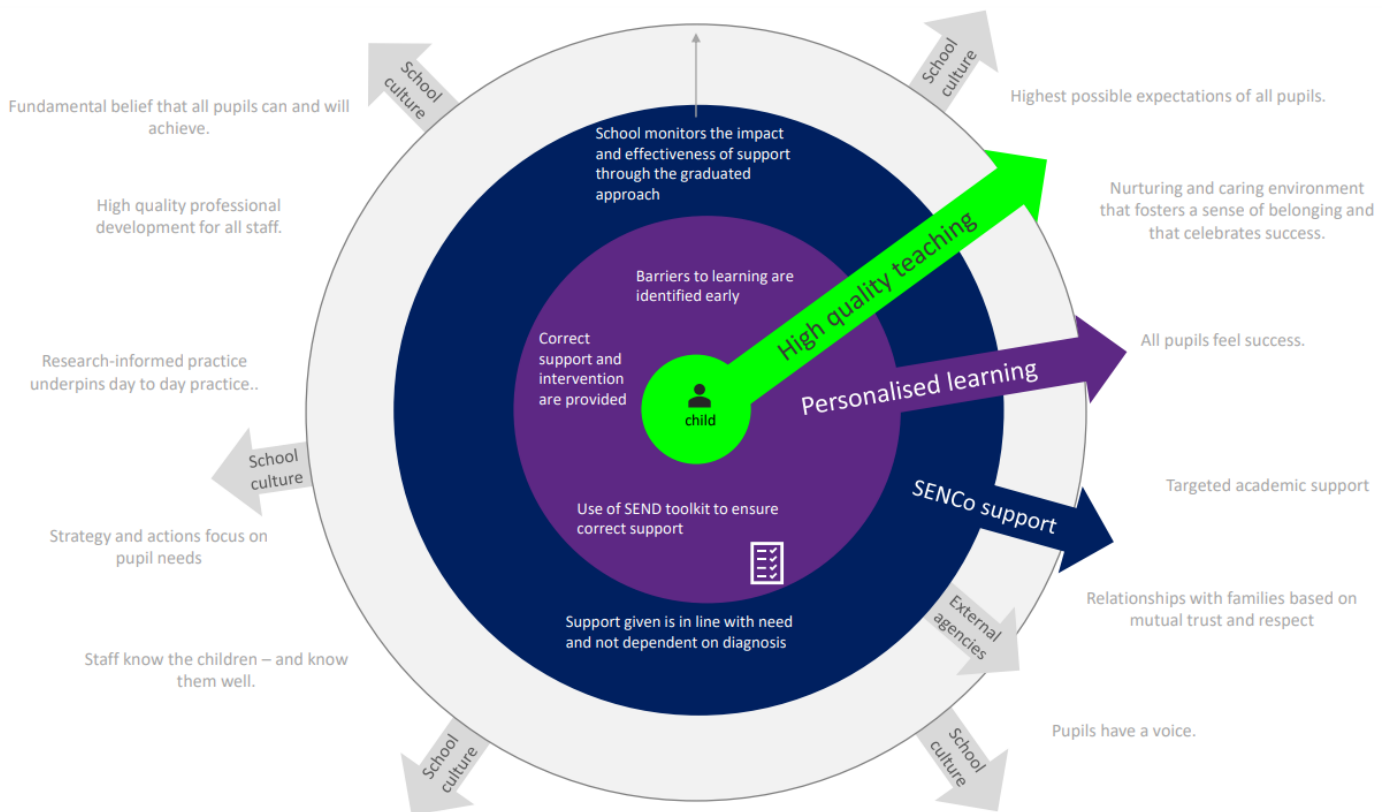
- Professional development programs focused on evidence-based teaching strategies.
- Joint practice development sessions to share innovative teaching methods.

- Support for underperforming departments or subjects, including targeted interventions and coaching.

## 5. Data Analysis and Target Setting

- Robust data analysis tools and support to identify key trends and set ambitious yet achievable targets.
- Training for leaders and teachers on effective data use to inform teaching and learning.
- Regular reviews of student progress data to identify areas of need and adjust strategies accordingly.

## 6. Inclusion, SEND, and Pastoral Support

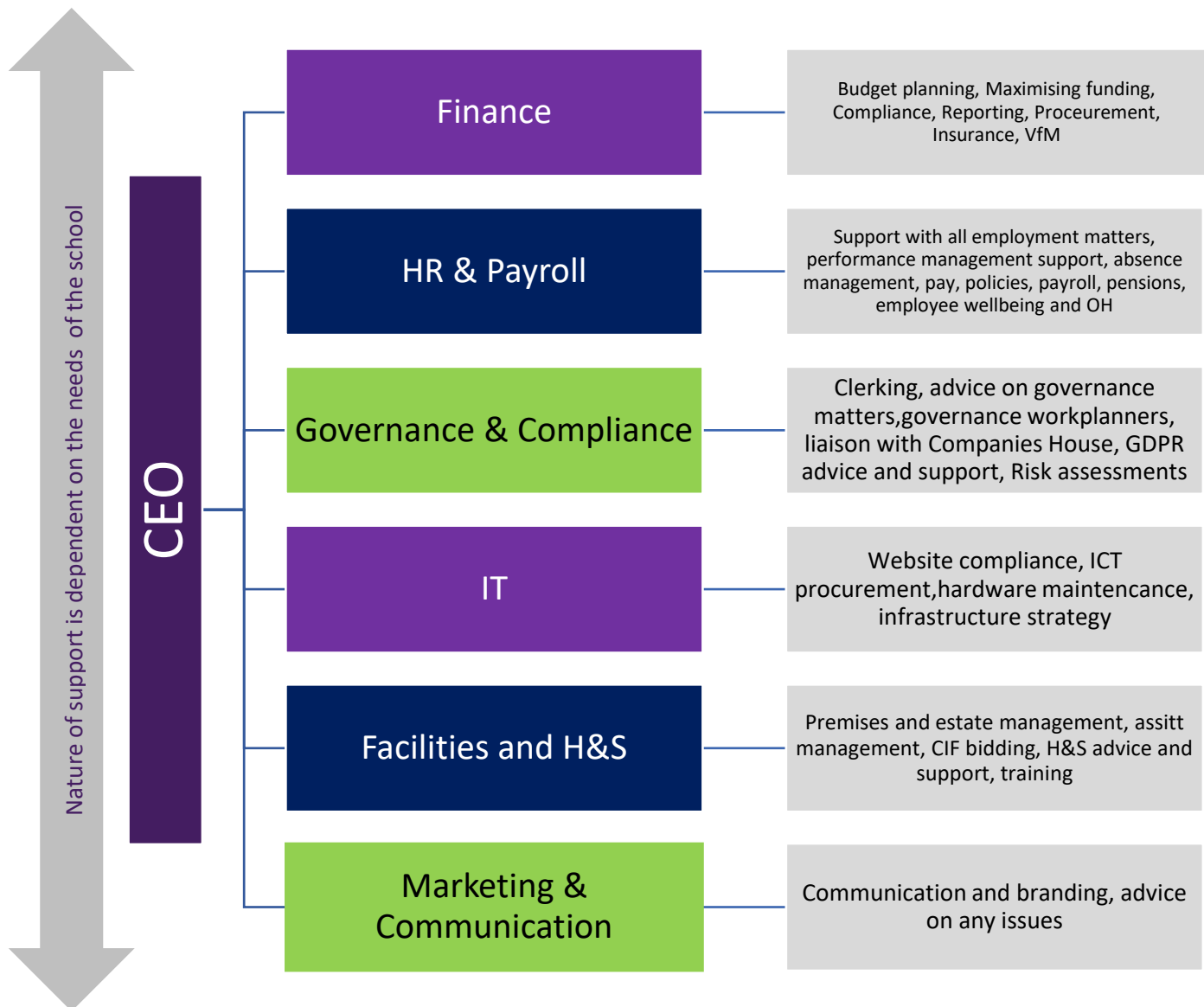


- Guidance on effective inclusion practices to ensure all students, including those with special educational needs and disabilities (SEND), achieve their potential.
- Training for staff on mental health and well-being, safeguarding, and behaviour management.
- Support for implementing strategies that improve attendance and reduce exclusions.

## 7. Ofsted Preparation and Compliance

- Support for schools in preparing for Ofsted inspections, including mock inspections and feedback sessions.
- Guidance on statutory compliance, safeguarding, and curriculum requirements.
- Assistance with action planning following inspection outcomes to drive rapid improvement.

## 8. Central Services Support



# The School Improvement Team

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Our team of highly experienced and inspirational school leaders have decades of experience behind them and are dedicated to making every second count in terms of driving school improvement and sustaining excellence in schools.

As leaders they aim to inspire and motivate others on how improved practice on assessment, curriculum and continuing professional development (CPD) can deliver school improvement, better pupil outcomes and higher staff engagement and well-being. As a team, they have an excellent understanding of the evidence base and latest thinking on assessment, curriculum design and CPD and how to translate this into practice in schools.



**Fiona McGrath**

Fiona has over 25 years' experience in Education. She has a specific expertise in curriculum development, CPD and enhancing system leadership. She is an instructional coach and facilitates NPQs for the Trust.



**Miriam Gould**

Miriam is a highly experienced leader of education; she has been a senior member of staff for over 15 years and has been a successful Headteacher in Essex. Miriam's expertise is in English, CPD, resource management and EYFS.



**Amanda Jennings**

Amanda is the Chief Executive Officer of Strive4; she has over 30 years' experience in Education and has been a headteacher for over 20 years. She has successfully supported numerous schools across London and Essex in their quest for excellence.



**Harjinder Kaur**

Harjinder has had senior leadership experience in a range of schools across London. She has been a Head of School, SENDCo and DSL. Her specialism is in Diversity, Equity and Inclusion and is particularly strong at supporting SENDCos to ensure the provision for disadvantaged pupils is as strong as it can be.



**Andy Goulding**

Andy has been a senior leader at the Trust for over 3 years with a specialism in Computing and Digital Strategy. He is skilled and experienced in developing the safe and effective use of AI in schools.

## The Central Services Team

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### **Rachandeep Nandra- Head of Finance**

Rachandeep has had over two decades of working in the financial sector having worked in several multi-academy Trusts including School 21 where she worked for a decade and more recently as a Finance Manager in Big Education.



### **Riddhi Parekh – Finance Officer**

Riddhi has been in finance roles over the past 20 years spanning both the public and private sectors and recently joined the Trust as a Finance Officer. Her expertise encompasses various aspects of financial management, including budgeting and financial analysis.



### **James Morgan – Head of Operations**

James is a values-led strategic leader with over a decade of experience in education and youth development. He joined us from the International Charity Fight for Peace, where he led a cross functional team and oversaw operational excellence across an academy supporting more than 1200 young people each year. James brings a rich blend of expertise spanning operations, organisational development, communications, teaching and safeguarding. With a MSC in Organisational Development, James is passionate about building effective systems, strong organisational cultures, and high performing teams.



### **Nazneen Choudhury**

Nazneen Choudhury is an experienced project and operations leader with expertise in compliance, governance, and business improvement. With a career spanning healthcare and education, she has successfully delivered operational change, improved regulatory standards, led organisational growth through strong project management and stakeholder engagement.



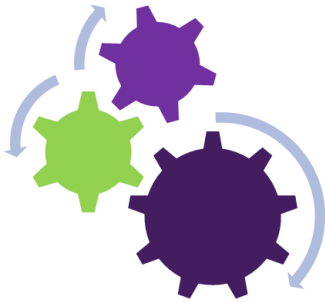
### **Charlotte Gaspard**

Charlotte has several years' experience working in school administration positions. She fully understands the pivotal role that high quality recruitment and support has in ensuring the best possible practice at school level. Charlotte oversees Trust admin, admin for the recruitment of staff and liaises with finance, payroll and school leadership.

At Strive4 Academy Trust, school improvement is seen as a collective responsibility and our strong systems and structures support all our schools and those that work in partnership with us.

Our approach to school improvement is based upon a shared vision centred around an exceptional education for every child and for every staff member. We have a proven track record of excellence in school improvement and are known for our culture where ambition and aspiration are at the heart of all that we do.

Our highly experienced Executive and Central Team supports schools through working with leaders and governors to evaluate need and create a bespoke core offer of support and improvement for the individual school. This enables schools to focus on and succeed in providing stimulating educational experiences.



*"Education is for improving the  
Lives of others and for leaving  
your community and world  
better than you found it."*

*Marian Edelman*

## Reflect and Improve

We are a transparent and collaborative Trust and are very proud of the partnerships we have developed in the communities where we operate, with our schools, Redbridge Education partnership, the Local Authority, other Multi-Academy Trusts, research schools, and many more organisations.

As part of our intention to make a profound difference to children's lives and our aim to deliver school to school improvement and exceptional learning experiences for both children and staff we collaborate with other educationalists and aim to help however we can. Only by doing this can we develop a true family of schools united by common values and the moral compulsion to give pupils the very best education.

As a Trust, we continually self-reflect and review not only individual schools, but the Trust as an organisation; we use a variety of tools to inform our strategy.