Ark

School support offer

The Ark school support offer provides **on the ground, practical support in all areas of school improvement**.

Leaders from within the Ark network are able to work alongside school leaders and staff to develop a **bespoke support plan based on an individual school's needs and priorities**.

For an informal discussion or enquiry, please contact:

schoolsupport@arkonline.org

> *We don't dwell on the context and have high ambitions for every pupil. We plan the sequencing of the curriculum meticulously and track each child's progress individually, putting in place whatever we feel they need to do their best.*

Jamie Taylor
Primary Head of School,
Ark Kings Academy

AREA OF SUPPORT

Self-evaluation and school improvement planning

Through our approach to self-evaluation, we will develop leaders' expertise in accurately evaluating the quality of provision, including how to identify strengths and key areas for development as part of a robust School Improvement Plan.

EXAMPLES OF POTENTIAL SUPPORT

- **In-school support to evaluate provision against each area of the Ofsted framework, identifying evidence for strengths and areas for development**
- **Support to write a concise, evaluative SEF**
- **Support to create a School Improvement Plan based on evaluation with clearly identified priorities to improve provision and actions needed to meet these**
- **Support to align resource allocation with school improvement priorities**
- **Opportunities to work collaboratively with schools with strong practice to address areas identified as priorities**

76%

Ark is among the top performing trusts at primary. In 2024, 76 percent of primary pupils achieved the expected standard or above in reading, writing, and maths – surpassing the national average of 61 percent by 15 percentage points.

AREA OF SUPPORT

Subject leader development including subject reviews

The review will evaluate the quality of curriculum intent, implementation and impact of identified subjects within your school.

Through our subject reviews, leaders at all levels will be supported in preparation for an inspection as well as identifying strengths and areas for development in their subject areas.

EXAMPLES OF POTENTIAL SUPPORT

- **Review of curriculum subjects will include:**
  - Interviews with SLT and subject leaders
  - Talking to and observing pupils
  - Observations of joint lessons
  - Discussions with staff
  - Looking at pupils' work
- **Feedback detailing strengths and identified areas for development**
- **Following this, support to develop subject leaders across the curriculum:**
  - Strategic leadership and action planning
  - Effective implementation that will meet the needs of all pupils
  - Research based curriculum design
  - Monitoring and evaluating the impact within their subjects
  - Designing effective medium-term planning
  - Use of assessment to refine the curriculum
- **Opportunities to work alongside established, effective subject leads**

AREA OF SUPPORT

Teacher development

Through our teacher development offer, we will support leaders to develop consistently strong teaching across all phases of their school.

EXAMPLES OF POTENTIAL SUPPORT

- **Support to construct strategic teacher-focused professional development plans to improve teaching quality at all levels**
- **Training and support in instructional coaching to build a team of excellent coaches and mentors**
- **Support to design and deliver an evidence-informed CPD schedule, based on your school priorities**

> *The reason our outcomes are so strong is because of our approach to developing teachers and future leaders.*
>
> **Lorraine Clarke OBE** Regional Director

AREA OF SUPPORT

Approaches to early reading including phonics

Support schools to be able to evaluate their current provision and use this information to refine their approach, ensuring all pupils learn to read regardless of background, needs or ability.

EXAMPLES OF POTENTIAL SUPPORT

- **Robust evaluation of current provision, including meeting with English Lead, joint observations, data analysis and listening to pupils read**
- **Development of a strategic plan to ensure effective early reading provision**
- **Coaching and support for leaders including opportunities to observe strong practice**
- **Leaders supported in their preparation for an inspection as part of the focus on Early English**

74% of children leaving an Ark primary school are reading at or above their chronological age, compared to 39% when first tested in Year 2.

89% In 2024, 89% of Year 1 pupils passed their phonics screening check against 80% nationally.

AREA OF SUPPORT

Approaches to reading

Support schools to be able to build teacher and leader expertise in reading, deploy interventions which rapidly improve reading, and ensure that across the curriculum and beyond pupils get ample reading practice to build fluency. Schools will be supported to carefully select and skilfully enact strategies that will support all pupils to access well-chosen and engaging texts, thus establishing a culture which places reading at the heart of the provision.

EXAMPLES OF POTENTIAL SUPPORT

- **Robust evaluation of current provision, including meeting with the Early Reading Lead, joint observations, data analysis and listening to pupils read**
- **Training in effective approaches to teaching reading and vocabulary**
- **Developing effective practice in reading fluency and comprehension**
- **Strategies to support accurate reading assessment and to develop a robust intervention system**
- **Support to develop the culture of reading for pleasure**

73% In 23/24, 73% of Year 6 Ark students reached average reading age.

3,500 students have taken part in a targeted reading intervention in the past two years.

AREA OF SUPPORT

Approaches to writing including early writing

Support schools to develop a writing curriculum which is coherently planned and sequenced within an engaging, language-rich curriculum. This will enable pupils to leave school with sufficient knowledge and the skills required for future learning.

EXAMPLES OF POTENTIAL SUPPORT

- **In school support to evaluate current writing provision, including:**
  - Refining current provision to ensure transcription skills become fluent and automatic
  - Ensuring the coherent, progressive teaching of a sentence level curriculum
  - Implementing an evidence-based writing curriculum
- **Visits to schools who are successfully implementing an evidence-based writing approach, including opportunities to observe lessons, look in books, discuss resources, and speak to children and staff**

AREA OF SUPPORT

Effective vocabulary teaching

Support schools to coherently map out vocabulary across the curriculum and ensure that staff are equipped with the subject knowledge needed to deliver effective vocabulary instruction.

EXAMPLES OF POTENTIAL SUPPORT

- **Whole staff training on the rationale for rigorous vocabulary instruction and how to implement this**
- **Support to map out tier 1, 2 and 3 vocabulary across the curriculum**
- **Opportunities to observe good practice in schools where the teaching of vocabulary is a strength**

AREA OF SUPPORT

Early Years

We will support schools to develop their knowledge of Early Years pedagogy. This includes carefully considering the age and development of their children, and ensuring that each element of the day – from the timetable, to the learning environment, to the way adults interact with them – is centred around each child's unique experience.

EXAMPLES OF POTENTIAL SUPPORT

- **Support to develop current provision to ensure excellence in the Early Years including:**
  - Effective and engaging learning environments
  - High quality continuous provision linked to developmental milestones
  - Effective interactions for adults in the Early Years
  - Developing outdoor provision
  - Supporting pupils with SEND in the Early Years
  - Supporting language development within the Early Years

> *We often think about that one special teacher. But I had the privilege of claiming that every single teacher was special.*
>
> **Rashma Rahman** Teacher and former Ark student, King Solomon Academy

79% In 23/24, 79% of Ark pupils reached GLD – this is higher than the national average of 68%.

AREA OF SUPPORT

SEND

Through our SEND offer, schools will be supported to remove barriers through early and accurate identification, informed decision making, and the implementation of timely and appropriate provision that meets the needs of all students. Fundamental to this is ensuring planning adaptations, quality first teaching and inclusive classrooms support learners with SEND to thrive.

EXAMPLES OF POTENTIAL SUPPORT

- **Support for leaders to improve the quality of SEND provision within their schools**
- **Development of all leaders' expertise in SEND, ensuring that this is part of the school's strategic priorities**
- **Professional development for staff on aspects of SEND provision including opportunities to work collaboratively with other schools and share strong practice**

AREA OF SUPPORT

Personal Development including character

We can support schools to develop and deliver an ambitious and equitable Personal Development Curriculum.

EXAMPLES OF POTENTIAL SUPPORT

- **Support for leaders to evaluate current provision and ensure statutory elements are met**
- **Whole staff training on Personal Development**
- **High quality resources**
- **Opportunities to see exemplary practice in PD in a range of schools**
- **Support to develop how character is taught, caught and sought within your school**

83% of our sixth form graduates progress to university, compared to 37% nationally.

AREA OF SUPPORT

Attendance

We will support schools to create a positive, supportive culture towards attendance and to work hard with families to remove barriers and support them where they may be struggling with absences. A key part of this is recognising and celebrating success, transparency, and shared high expectations with all stakeholders.

EXAMPLES OF POTENTIAL SUPPORT

- **Support for leaders to create a strategic plan to address attendance concerns**
- **Support in the robust analysis of attendance data to ensure this informs strategic goals**
- **Training for staff working within the attendance team**
- **Support to gather evidence on impact**
- **Resources and good practice**

For an informal discussion or enquiry about please contact:

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