



TRUST IMPROVEMENT STRATEGY 2018/19

1. Introduction

1.1 *The Collegiate Trust* is a partnership of academies in Crawley and Croydon whose purpose is to build *collaboration to deliver exceptional education*, and whose vision is *exceptional education for all*. This is reflected in our Trust's values: **ambition & collaboration**, as well as in our desired outcomes: **achievement & enjoyment**.

1.2 Our aim is to ensure that, as a result of attending an academy in the Trust, every young person will be a confident, capable, skilled individual who will be ready to make a positive contribution to society. Through delivering the very best outcomes for all its young people, each academy will aim to achieve an outstanding judgement from OFSTED at the earliest appropriate point, and be contributing to delivering world class education within the Trust.

2. Principles of Trust Improvement

2.1 *Consistent focus on children and young people – the learners*

Education must have at its heart the development of all of our pupils and students, to be successful people throughout their lives. Their achievements must be across academic, creative and cultural fields, and must deliver the widest personal development. Education is a social function that young people should enjoy and treasure, building an attitude that reinforces their commitment to learning.

2.2 *Building a reputation as a first-class employer*

The people who work within our Trust bring a diverse range of talents and experiences which must be harnessed and developed to benefit our pupils and students. Our employees are valued and valuable, and it is our responsibility as a Trust to ensure we exercise a strong duty of care for each of them.

2.3 *Clear and effective leadership*

Such leadership creates an ethos and expectation which embraces the highest of ambitions for every pupil, student and colleague within each school, as well as the wider community served by that school. The best leadership focuses on the learner at all times, analyses learning rigorously and develops highly effective plans to improve that learning; these plans identify mechanisms to develop and value the best possible staff teams.

There are three key levels of leadership that drive improvement:

a. Trust Leadership

The CEO is the Accounting Officer of the Trust and is responsible for all aspects of the work of the Trust; he works at the direction of the Board of Trustees / Directors. This board is the responsible body for all activity within the Trust. It monitors standards used for public accountability measures in each academy, as well as leading on all strategic, financial and capital planning across the Trust.

The Board of Trustees / Directors has made a strategic decision that it should not direct the day-to-day work of individual academies, and has therefore agreed a detailed *Scheme of Delegation* through which it places key responsibilities on the *Local Governing Body* (LGB) of each academy.

b. Local Leadership

The Trust's key approach to improvement is to ensure a strong LGB and highly effective Principal are in place to drive forward standards within each academy. The LGB will have in place and monitor the impact of the *Academy Development Plan*, as well as completing at least annually the *Academy Evaluation Report*.

The Head of Education will be responsible for allocating and deploying support for the academy through a team of *Directors of School Improvement* with a focus on challenging the Principal and LGB, and through them delivering improvements across the academy.

c. Engagement with the LA

The LA retains a statutory responsibility for the progress of all young people and for safeguarding issues. Each academy will engage with the local school improvement adviser service on these issues.

2.4 *Confident and innovative teaching and learning*

The most effective teaching arises from teachers working collaboratively to share expertise and to support each other in developing learning that responds to the needs of individual pupils and students. Such collaboration is within close teams, across the academy and between academies in order to develop colleagues who are self-reflective and innovative in their approaches.

2.5 *Centralised and effective business support services*

Such services ensure that business and finance functions support the teaching and learning approaches and maintain the highest level of resource in the classroom. This document does not focus on such work, although business support is a key function of our MAT work.

3. Trust Improvement Cycle

June

Executive Leadership Group (ELG) evaluates Trust-wide work, reviews and agrees *Strategic Drivers* and *expected outcomes* for following year.

July

Principals submit to the *Head of Education* their draft *Academy Evaluation Report* (AER) and draft *Academy Development Plan* (APE) for review.

The *Head of Education* will agree with the Principal the specific areas of investigation and improvement support to be provided by the Trust to the academy over the coming year, and the ways in which that will address the needs of the academy and deliver the principles outlined in Section 2 of this Strategy.

September

Principals submit to the *Head of Education* their final AER and final ADP for approval. The *Head of Education* will validate the academy's evaluation of its work shown at the beginning of the AER.

The *Head of Education* and/or DSI will agree with the Principal the specific monitoring – via the *Academy Improvement Meetings / Reports* (AIMs / AIRs) and *Teaching, Learning & Leadership Reviews* (TLLRs) – to be carried out by the Trust over the coming year. The key principle informing this monitoring will be that it will be more regular for academies which are at a less developed stage of their improvement journey.

On-going

The LGB and Principal will lead the work of the academy to deliver high quality education, respond to emerging needs and to ensure provision is focused on progress for pupils and students. The key responsibility of the LGB, which is implicit within the *Scheme of Delegation*, is to have a positive impact on the educational standards of the academy.

The Head of Education or DSI will ensure through monitoring, 1:1 meetings, ELG meetings and engagement with the LGB that progress is effectively delivered. In the case of support being delivered by the DSI, fortnightly meetings with the Head of Education will ensure continual tracking and evaluation of the impact of support.

The Head of Education/DSI will produce an *Academy Improvement Report* (AIR) for the CEO and Principal to summarise progress towards priorities set at the start of the year. The AIR will outline monitoring information

and progress data, along with next stage actions. This should not duplicate reports or documents produced by Principals and their teams.

A Teaching, Learning and Leadership Review (TLLR) will take place according to need for each academy within the Trust. The TLLR will include a range of monitoring activities including lesson observations, learning walks, close observation of learning progress within pupil books and interviews with staff and pupils. The TLLR team will include the CEO, Head of Education, DSIs and senior leaders from academies within the Trust. TLLR outcomes will be reported to the LGB and used by the Principal to inform self-evaluation and further improvement work.

The LGB will establish its own monitoring process to deliver impact on standards.

The Head of Education or designated DSI will provide an annual statement for the LGB and Trust which summarises the performance of the academy, helps to inform future priorities and refers to the impact of the ADP.

4. Monitoring and Improving Performance

Local Governing Body

The LGB is responsible for delivering on the targets for the academy outlined in the *Academy Development Plan* and summarised in the *Trust's Strategic Plan*.

Executive Leadership Group (ELG)

- CEO
- Principals
- COO
- Head of Education
- CFO (as required)

The ELG meets on a half-termly basis and provides the forum for peer challenge, identifying collaborative opportunities between academies, monitoring the financial performance of the Trust.

Academy Improvement Meetings (AIM)

The AIM will have an agreed agenda and will focus on different occasions cover pupil / student progress, quality of teaching, ethos and behaviour, wider pupil / student development, leadership and management, and other issues as required. These meetings will take different approaches, including data analysis, discussions with key leaders and learning walks. The regularity of AIMs will depend on the work of the academy. Core members of the meeting will be the Principal and the Head of Education. On different occasions the Head of Education may use colleagues inside the Trust or from outside the Trust (LA Adviser, consultant), as well as key leaders from within the academy, to support in AIMs.

Chairs' Forum

This group, consisting of Chair of the Trust and the Chairs of the LGBs, will meet regularly and consider the work of the respective Boards in challenging their respective academies, as well as providing an opportunity for peer challenge and support.