

How we operate and our Trust partnership offer?

Standards - Leadership

Area	Trust policy / approach	Trust-wide approach?
Performance benchmarking	We have a rigorous 360' annual review process based on performance outcomes, quality assurance, external scrutiny (incl. Ofsted) & operational effectiveness (e.g. budget performance). The trust format for the SEF is agreed and up-dated in detail annually and then throughout the year. Effectiveness is a 'live' judgement that is up-dated each term and subject to intervention in the light of the risk register. Each school / college benchmark grade is agreed by the EP and at the first Board meeting in September. The benchmark grade dictates the level of direct scrutiny from the EP and Board.	✓
Strategic planning	Senior leaders follow a prescribed annual SIP format that focuses upon the Ofsted overall effectiveness grades, with clear performance milestones, linked to the EP and governance scrutiny calendar. All SIPs are agreed with the EP and the Trust Board, and follow benchmarking.	✓
Performance Management	Trust policy is used in all settings. This ensures leaders and staff focus upon the right performance targets in the light of self-evaluation. The trust formally monitors progress towards targets each half term and at year end. Staff performance progression is only secured via evidence and recommendation. The EP is responsible for the PM of all key senior staff. Decisions are made by the Board in November each year.	✓
Quality Assurance	QA takes place three times (two are externally led) each year in all settings and follows an agreed approach. A trust QA team leads this strategy. Reports are given to the Trust Board and LABs in HT2, 4 & 6. The timetable for informal learning walks (work / marking scrutiny, observations, discussion with pupils, etc.) is persistent and common. Triangulation with pupil progress and staff PM targets is key.	✓

Standards – Teaching & Learning

Focus	Trust policy / approach	Trust-wide approach?
Teaching & Learning.	We have a common trust T&L policy. Staff have individual improvement targets and the minimum expectation is that staff will teach consistently to a 'good' standard. Staff who fail to meet minimum performance expectations are placed on robust improvement plans. The trust has a common approach to the development of NQTs / RQTs that is highly	✓

	successful. PM progression is dependent on successful and evidenced good teaching.	
CPD	The trust / schools identifies annual CPD targets. Staff CPD needs are identified via PM / QA and are met via the weekly CPD calendar or bespoke Trust led training. We are moving towards a formal CPD entitlement for staff from NQT to senior leader.	✓
Curriculum	We have a bespoke curriculum to maximise pupil progress. Detailed schemes of work are published for each subject area. This provides clear long & short term planning, banks of agreed resources / lessons and assessments / tests. Lessons / resources are placed on the VLE for student & staff school & remote access. All students are placed in sets from Y7 onwards to support a bespoke / appropriate curriculum offer. In the light of context we would impose our curriculum, schemes of work, examination board syllabi, our approach to setting onto any new and / or vulnerable secondary partner.	✓

Standards – Data management / reports

Focus	Trust policy / approach	Trust-wide approach?
Pupil progress reports	The Trust has a common and sophisticated pupil progress monitoring system. Pupil progress is measured each half term. Pupils 5-star learning scores (learning behaviours) are measured every 3 weeks. Detailed analysis is completed each half term and split by all key groups. Parents receive a RAG rated report 5 times a year. All pupil progress analysis is shared each half term at the LABs and Trust Board.	✓
Annual performance analysis	Detailed annual performance analysis is completed each August. This provides clarity about Trust, school, subject, staff and individual pupil performance. Directors meet prior to the start of the new academic year to agree priorities & plans for the Trust & each school.	✓
Attendance systems	The Trust has a common approach to the monitoring of attendance and reporting to parents.	✓
Behaviour / systems	The Trust has a common approach to the monitoring of behaviour, rewards and reporting to parents. This is called the '5 star' system.	✓

Standards – Inclusion / safeguarding

Focus	Trust policy / approach	Trust-wide approach?
Inclusion	The Trust has a common policy & approach for SEND and inclusion. The staff model & provision for vulnerable children is effective and would be applied (subject to context) elsewhere.	✓
Safeguarding	Trust policy is applied in full	✓

Business Management

Focus	Trust policy / approach	Trust-wide approach?
Finance	Oversight is led by a very experienced Business Director. Full control of annual spending plans and on-going budget scrutiny to agreed outturn rests with the Business Director / EP and trust Board. Common Trust Finance Policy underpins our approach.	✓
HR	Trust HR policy (staff pay, progression, recruitment, disciplinary, absence, FWA, monitoring etc.) is common across all schools. HR advice is derived from a common law firm & HR advisor.	✓
ICT	ICT is led by a small specialist technical team. The ICT capital strategy is agreed by the Trust Board.	✓
Buildings / facilities	Oversight of all buildings / facilities is provided by the Business Management team, in concert with the PFI provider (when in place).	✓
H&S	The risk register is agreed and monitored by the Board. All H&S policies are Trust-wide.	✓
Data management	Led by a small skilled team. All data management systems are common across the Trust.	✓
Levy	A top slice is applied to all schools to support central functions including the Trust school improvement team). This means the Trust has substantial financial capacity to drive improvement as well as central efficiency. This is differentiated subject to need.	✓

Governance

Focus	Trust policy / approach	Trust-wide approach?
Selection	All individuals are subject to a rigorous recruitment & selection process in the light of the competencies & experience required of academy governance. Full induction is provided alongside on-going CPD.	✓
Structures	The Trust has three tiers of governance:	✓

	5 Members 7-9 Directors / Trustees (The Trust Board) 3 x Local Academy Boards	
Organisation	The Articles of Association, Terms of Reference & Scheme of Delegation underpin where decision making and responsibility lies. Full control remains at Board level with delegated powers to LABs for scrutiny of school effectiveness.	✓
Meetings	An annual meeting schedule is published with agreed agendas for all tiers of governance. This reflects the agreed standards & business management annual calendar, and the need to monitor performance v target.	✓
Performance reporting	All performance reports / dashboards follow a common format and content. These provide on-going RAG-rated progress information for all.	✓