



**ASCL TRUST LEADERS
EXECUTIVE PROGRAMME**

www.ascl.org.uk/execprog



Richard Spencer

Executive Headteacher, Cambridge Meridian
Academies Trust



Sarah Young

Director, Young Plus

Day 5 | Leading teaching, curriculum and assessment across a trust

- Our approach will be framed by big questions and is designed to be fluid to meet your needs, but there are emerging lessons from the sector that we will be exploring
- Avoid naming MATs or schools by name when exemplifying
- No seating plans
- No role play but actively engaged!
- You know each other – we want to get to know, your experiences and respond to your needs
- No such thing as a naïve or daft question
- Please can we avoid emails and phones in the session – step outside if you need to attend to things
- Spirit of ‘appreciative enquiry’!

Session 1 Big Question: Should CEOs be the leaders of Teaching and Learning across their MAT?

As CEO, my challenge was not 'How do I personally lead the improvement in these schools?' The leadership team in each school was already working on that and those leaders were far closer to the classrooms in each academy than me. The challenge was actually 'How can I support senior colleagues to enable them to improve standards in their academies as quickly and efficiently as possible?'

Session 1 Big Question: Should CEOs be the leaders of Teaching and Learning across their MAT?

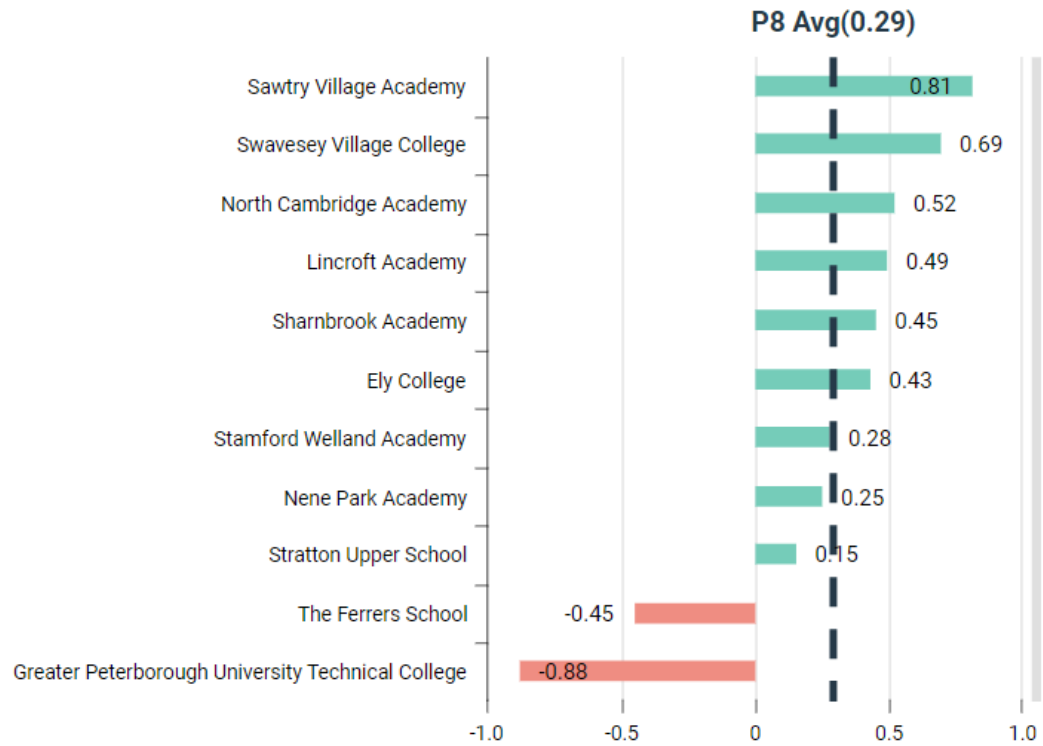
Provocations:

- Is it for the CEO to direct principles of pedagogy (e.g. Retrieval Practice in every lesson)
- Should the CEO direct the CPDL offer for all staff in a MAT?
- Is the allocation of History lessons in the KS3 curriculum a CEO decision?
- Does the CEO direct exam board choices?

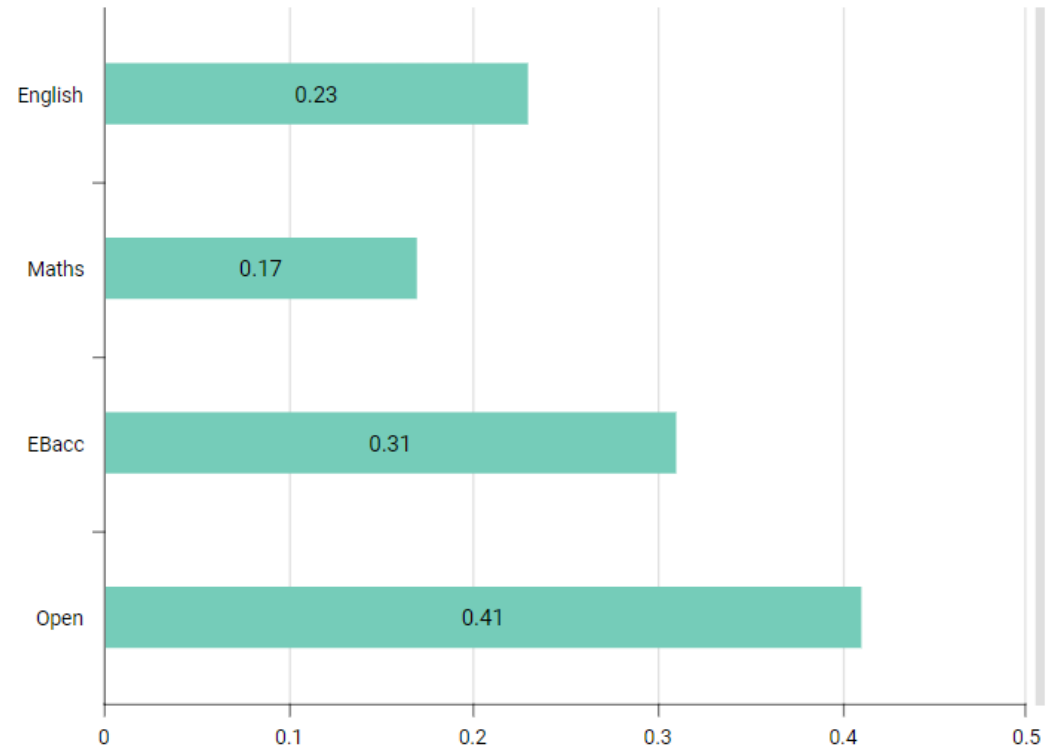
Contextual considerations:

- Are any of these areas the domain of governance?
- Are these decisions or set out in any scheme of delegation a school joining the MAT might see?
- Does the size of the MAT make any difference to your view on these provocations?

P8 Schools Breakdown



P8 Basket Breakdown



What does a CEP consider when faced with data like this?

What are the questions a CEO might legitimately ask in relation to teaching?

What are the questions a CEP might legitimately ask in relation to curriculum?

HQLE, A4A, EBL

Expert Teaching

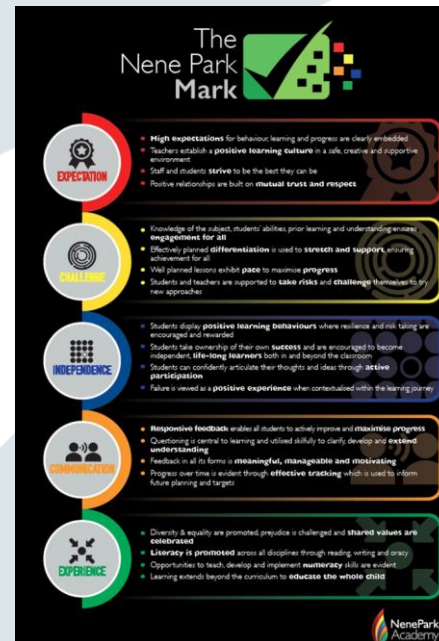
Deliberate, Mutual, Collaborative, Targeted

Each academy crafts and agrees shared standards, priorities and aims for approaches to teaching and curriculum delivery that match their context. These are used to evaluate and inform innovations



THE SAWTRY Standards Every member of our community is known, valued and supported to achieve in all areas at the highest level to become successful and confident and responsible for the pursuit of lifelong learning

- EXCELLENCE**
 - We nurture:*
 - An ethos of great work everyday to achieve the extra-ordinary
 - A drive for maximum progress in every lesson
 - An ever growing knowledge of our subjects and pedagogy
 - Collaboration as we research and share our expertise
- BELONGING**
 - In our community:*
 - Everyone is known as an individual
 - We are proud of and celebrate the achievements of all
 - We teach that with rights come responsibilities
 - We embrace our differences
- DIALOGUE**
 - We insist that:*
 - All have the opportunity to grow as confident and articulate speakers
 - All feedback is frequent, focused, clear and constructive
 - Learning experiences and success criteria are clear and understood by all
 - Feedback is used to improve performance
- EXPECTATIONS**
 - We insist on:*
 - Kindness at all times
 - Being ready to learn and teach
 - Rules being followed
 - Being a great role model for others
- GRIT**
 - We nurture:*
 - The development of grit so we thrive in the face of challenge
 - Our minds by challenging our thinking everyday
 - Growth based on individual need
 - An ethos that continually pushes excellence
- ZEST**
 - We encourage:*
 - A commitment to lifelong independent learning
 - All to become more curious every day
 - All to make every moment count
 - Learning beyond the classroom



The Nene Park Mark

- EXPECTATION**
 - High expectations for behaviour, learning and progress are clearly embedded
 - Teachers establish a positive learning culture in a safe, creative and supportive environment
 - Staff and students strive to be the best they can be
 - Positive relationships are built on mutual trust and respect
- ENGAGEMENT**
 - Knowledge of the subject, students' abilities, prior learning and understanding creates engagement for all
 - Effectively planned differentiation is used to stretch and support, ensuring achievement for all
 - Well planned lessons exhibit pace to maximise progress
 - Students and teachers are supported to take risks and challenge themselves by new approaches
- INDEPENDENCE**
 - Students display positive learning behaviours where resilience and risk taking are encouraged and rewarded
 - Students take ownership of their own success and are encouraged to become independent, lifelong learners both in and beyond the classroom
 - Students can confidently articulate their thoughts and ideas through active participation
 - Failure is viewed as a positive experience when contextualised within the learning journey
- IMPLEMENTATION**
 - Responsive feedback enables all students to actively improve and maximise progress
 - Questioning central to learning and utilised skilfully to clarify, develop and extend understanding
 - Feedback in all its forms is meaningful, manageable and motivating
 - Progress over time is evident through effective tracking which is used to inform future planning and targets
- EXPERIENCE**
 - Diversity & equality are promoted, prejudice is challenged and shared values are celebrated
 - Literacy is promoted across all disciplines through reading, writing and oracy
 - Opportunities to teach, develop and implement numeracy skills are evident
 - Learning extends beyond the curriculum to educate the whole child

Each academy develops and evolves their teaching and learning 'standards' frameworks to inform strategic development and evaluation of 'Expert Teaching'...

These frameworks define the priorities and help align your CPD and monitoring schedule to measure the quality of curriculum implementation.



W/C	Week	Progress Report (PR) data due	Reports to go home	Academic Mentoring Window	Examinations Window	Parents' and Special Evenings	INSET	Tuesday Meetings (3.30-4.30)	Tuesday Learning (4.30-5.30) Includes 6 hours of disaggregated INSET	Trust Ext. Boundaries Events
29-Aug							Friday 1st Sept			
04-Sep	A						Monday 4th Sept			
11-Sep	B	Year 11 PR1		Year 8 (PASS)	PTE/M/S, NGRT, CATS and PASS 1			Meridian Curriculum Teams 1	Meridian Learning 1	
18-Sep	A		Year 11 PR1		Year 13 Resits					
25-Sep	B	Yr 13 PR1		Year 11 PR1						
02-Oct	A	Yr 12 MTG2	Yr 13 PR1							
09-Oct	B	Yr 9 MTG2	Yr 12 MTG						Meridian Curriculum Teams 2	
16-Oct	A		Year 9 MTG	Yr 13 PR1						
23-Oct	Autumn Half Term									
30-Oct	B	Year 10 PR1		Year 9 (PASS)			Monday 30th Oct		Meridian Learning 2	
06-Nov	A		Year 10 PR1							
13-Nov	B	Year 8 PR1		Year 10 PR1	Year 11 Exams					
20-Nov	A		Year 8 PR1							Act Ev
27-Nov	B	Year 7 PR1		Yr 8 PR1	Y13 Exams OPT					
04-Dec	A		Year 7 PR1					Meridian Trust Moderation and Collaboration 1		
11-Dec	B	Year 11 PR2		Yr 7 PR1						
18/25Dec	Christmas Holidays									

Common assessment and reporting calendar.

Supports a cycle of academic mentoring following assessment and progress reporting.

Common trust 'blue' meeting slots to enable subject networks and whole-trust professional learning to be scheduled.

Flexibility around other meetings/events as local decisions.

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04-Sep	A				PTE/M/S, NGRT, CATS and PASS 1			Monday 4th Sept	School Meeting 1	
11-Sep	B	Year 11 PR1		Year 8 (PASS)					Meridian Curriculum Teams 1	Meridian Learning 1
18-Sep	A		Year 11 PR1		Year 13 Resits		School Event 1			
25-Sep	B	Yr 13 PR1		Year 11 PR1					School Meeting 2	
02-Oct	A	Yr 12 MTG2	Yr 13 PR1				School Event 2			
09-Oct	B	Yr 9 MTG2	Yr 12 MTG						School Meeting 3	Meridian Curriculum Teams 2
16-Oct	A		Year 9 MTG	Yr 13 PR1						
23-Oct	Autumn Half Term									
30-Oct	B	Year 10 PR1		Year 9 (PASS)				Monday 30th Oct	School Meeting 4	Meridian Learning 2
06-Nov	A		Year 10 PR1				School Event 3			
13-Nov	B	Year 8 PR1		Year 10 PR1	Year 11 Exams				School Meeting 5	
20-Nov	A		Year 8 PR1			Act Ev	School Event 4			
27-Nov	B	Year 7 PR1		Yr 8 PR1	Y13 Exams OPT		School Event 5			
04-Dec	A		Year 7 PR1						Meridian Trust Moderation and Collaboration 1	
11-Dec	B	Year 11 PR2		Yr 7 PR1					School Meeting 6	
18/25Dec	Christmas Holidays									

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Flexibility around other meetings/events as local decisions.

Session 2 Big Question: How does the wider political agenda shape the decisions we make about curriculum and schooling structures?



Introducing the NEW Music Teacher website



HOME NEWS BEST PRACTICE BLOG PODCASTS KNOWLEDGE BANK CORONAVIRUS RESOURCES EVENTS PRIMARY CONTACT

Home | News | Article



Ofsted review to investigate narrowing of the curriculum

Written by: Dorothy Lepkowska | Published: 15 March 2017

Unveiling the first major investigation of her tenure, chief inspector Amanda Spielman warns of a 'corrosive pattern' of behaviour due to the conflict between league tables and the curriculum. Dorothy Lepkowska reports

Ofsted is to launch a major investigation into the curriculum amid concerns that some schools are excluding weaker pupils from entries in some subjects in order to boost league table performance.

Amanda Spielman, the chief inspector of schools, told delegates attending the Association of Schools and College Leaders' (ASCL) national conference in Birmingham, that she understood the "conflict" schools faced over providing a broad and balanced curriculum and maintaining their league table position – and that this was putting pressure on heads and teachers.



Review: Ofsted chief inspector Amanda Spielman adopted a 'cooperative' tone in her speech to ASCL's national conference (Image: Louise Allcock / Tempest Photography)



Speed read: Ofsted's guide to a 'high-quality' English curriculum

'More than any other subject, English – and especially reading – is fundamental to pupils' educational success'

James Carr
© 23 May 2022, 15:19
More from this author



See discussion



Home > [Education, training and skills](#) > [School curriculum](#)

Speech

The importance of a knowledge-rich curriculum

Nick Gibb addresses a Social Market Foundation panel event on raising school standards

Trust Quality Descriptors (April 2023)

‘One of the purposes of the descriptions is to provide greater clarity, helping to inform trusts’ improvement and capacity-building priorities. The role of government is to define the outcomes we want trusts to achieve, but it is for the sector to identify and implement the most effective approaches to achieve them. *As such, we have tried to avoid the descriptions stating how trusts should deliver outcomes.*’



Trust Quality Descriptions

April 2023

Theme	Description
Culture	Creates a culture in all its schools that is motivating and ambitious for all, including disadvantaged children and children with SEND, so that students can achieve their full potential.
Curriculum	Oversees the design and implementation of ambitious, broad, well-sequenced and knowledge-rich curricula in all of its schools.
Student outcomes	Achieves good outcomes for all its students by delivering education that is both high quality and inclusive.

Considerations for the CEO?

Theme	Description
Culture	Creates a culture of continuous improvement in its schools through self-evaluation, challenge, support and appropriate action.
School improvement model	Has a clearly defined and effective strategy to improve and maintain the performance of schools that are already part of the trust, as well as those that join.
Transformation	Takes on challenging schools and transforms previously underperforming schools by delivering broad and sustainable improvement.
System-led improvement	Supports the wider system in sharing learning for best practice; helps underperforming schools to improve; and contributes to building a trust-led system.

Session 2 Big Question: How does the wider political agenda shape the decisions we make about curriculum and schooling structures?

- *'all schools should be within a strong family of schools'* Nadhim Zahawi Sept 2021
- *'there is still a commitment to move to a fully academised system with all schools in Multi-Academy Trusts'* Barroness Barran (Dec 2021 – ASCL Trust Advisory Group)
- *ITT Reforms – Results of Consultation published but any change is now delayed to September 2024*
- *Early Career Framework – introduced in September 2021. Mentoring pressures – is it sustainable?*
- *Headteacher Boards renamed to Advisory Boards and new elections held for seats*
- *ESFA Rapid Response Hub in response to serious academy failures with increased government debt*
- *National Audit Office investigation found 'sizeable minority of academy trusts are building up sizeable reserves, meaning they are spending less than their annual income on their pupils'*
- *OFSTED – Desire to increase the number of MATSE's to 'gather information and evidence of strong MATs'*
- *Focus on digital innovation in classrooms – what is the exact impact?*
- *Reserves strategy, Energy and the impact of the cost of living crisis*
- *Continuing industrial action into 2023/24?*
- *What on earth do we pay our employees?*
- *New government – pensions, policy, direction?*
- *Recruitment strategy – where is it?*

Session 2 Big Question: How does the wider political agenda shape the decisions we make about curriculum and schooling structures?



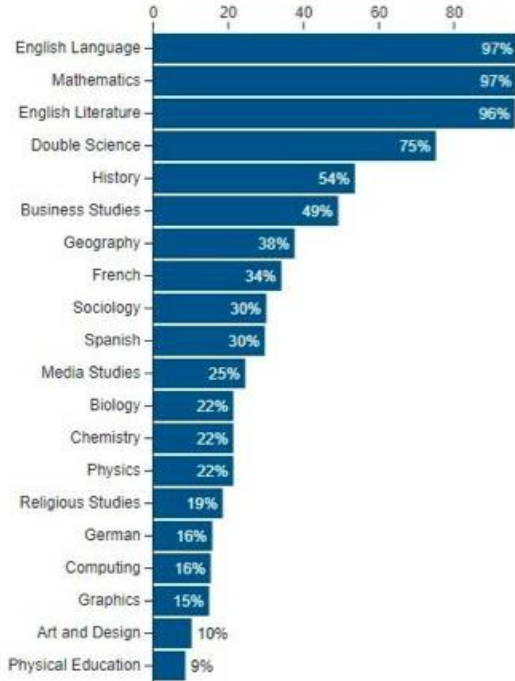
The Schools Guide

Popular GCSE subjects

Proportions of pupils entering in 2019

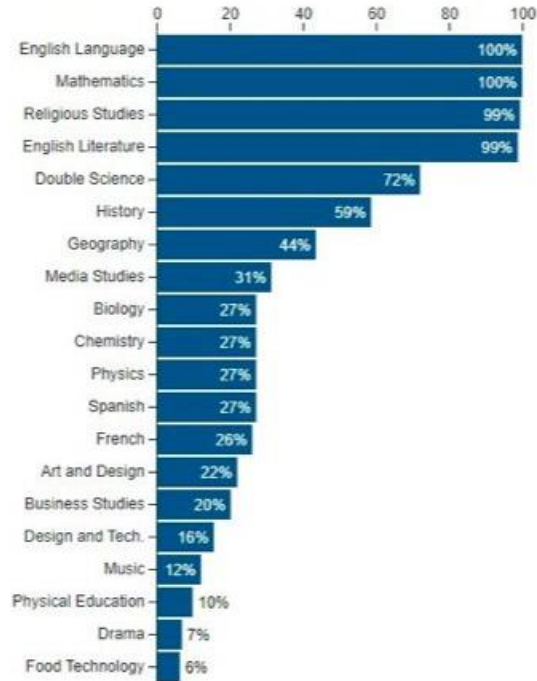
Preston Manor School

Carlton Avenue East, Wembley HA9 8NA



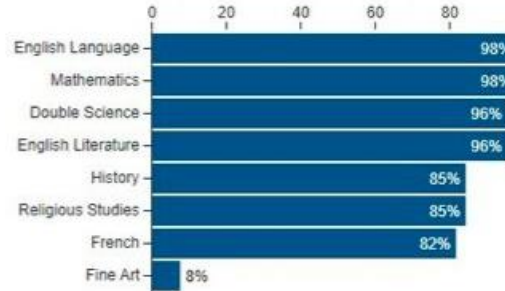
Ark Academy

Forty Avenue, Wembley HA9 9JR



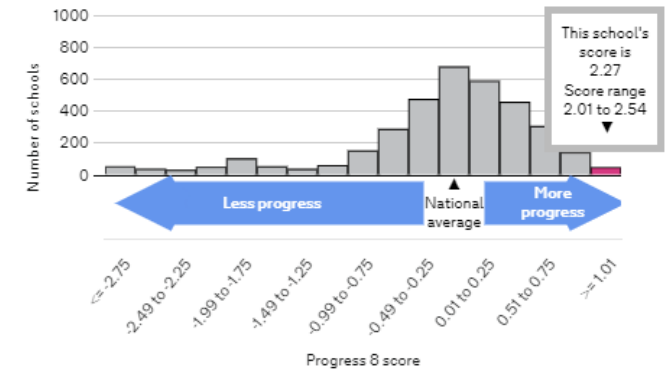
Michaela Community School

North End Road, Wembley, London HA9 0UU



Progress 8 score ?

This score shows how much progress pupils at this school made across 8 qualifications between the end of key stage 2 and the end of key stage 4, compared to other similar pupils nationally.




The local authority (Brent) average score for state-funded schools is 0.5

The average score for all state-funded schools in England is -0.03

Session 2 Big Question: How does the wider political agenda shape the decisions we make about curriculum and schooling structures?

Political Bodies	Accountability Bodies
Stakeholders	'Friendly Others'

Who are the 'stakeholders' who shape the political considerations around curriculum and teaching for your MAT?



Session 2 Big Question: How does the wider political agenda shape the decisions we make about curriculum and schooling structures?

Definition

'a cooperative relationship between people or groups who agree to share responsibility for achieving some specific goal'

Synonyms

cooperation · association · collaboration · coalition · alliance ·
union · compact · league · confederation ·
· affiliation · relationship · fellowship · connection ·

**Leading through
deliberate strategic
partnerships**

Session 2 Big Question: How does the wider political agenda shape the decisions we make about curriculum and schooling structures?

- What deliberate partnerships have you chosen to prioritise?
- What deliberate partnerships have you chosen to eschew or want to ditch?
- When is the time to act in a politically expedient way to achieve a wider objective?
- Can you think of a change you have made or might make to curriculum or schooling structures that is influenced more by outside forces than a weight of evidence or professional conviction?
- Where are you positioning your MAT in the changing and emergent world of professional learning and system leadership?

Session 3 Big Question: How can we build capacity sustainably to deliver school improvement and MAT growth?

Offer central support to increase capacity of school leaders to focus on improving teaching

As a start-up school we benefitted enormously from the trust because we were able to take so many of their ideas and now we are the ones supporting new and establishing schools within the trust. Much of this is focussed on professional development: we often have curriculum leaders who are new to the trust coming to visit us to speak to heads of department here to see how we are implementing the curriculum.

Dixons Academies Trust

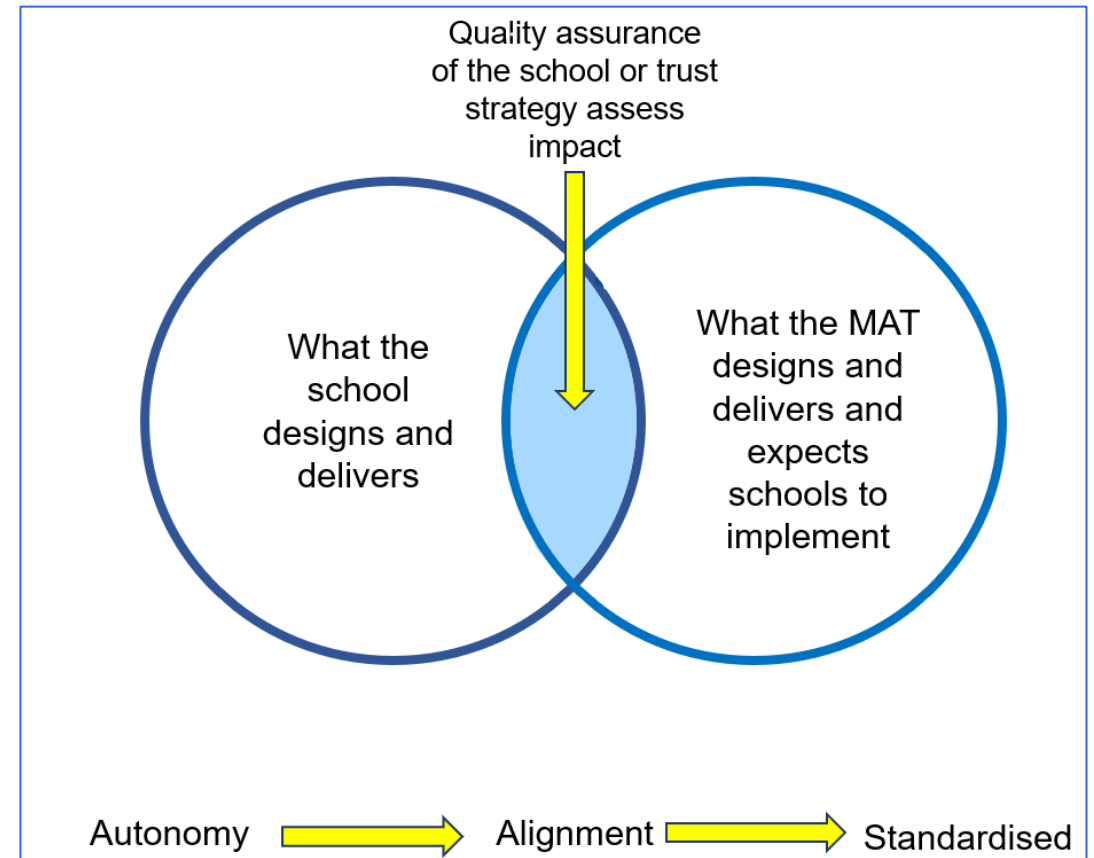
Influence schools to ensure teachers have the time and support to build their expertise

[A] key step that Ark Schools has taken to build disciplinary communities is to work with principals to ensure that the crucial leadership support is there for disciplinary communities to flourish. One of the ways we have done this is by establishing expectations across all our secondary schools, that dedicated time is timetabled each week for teachers to collaborate with their colleagues and prepare for the lessons ahead. This is an important time for teachers to really immerse themselves in the subject matter of their lessons.

Ark Schools

Session 3 Big Question: How can we build capacity sustainably to deliver school improvement and MAT growth?

“Understanding which part of the circle each school activity falls under is both difficult and nuanced, but incredibly important. It is a challenge. But it is one that trusts must resolve.”





Curriculum excellence and expertise...

Over the last five years, we have steadily grown the capacity we hold to provide leadership in curriculum areas.

By 2017/18, we were able to appoint full time Curriculum Directors for English and Maths.

By 2018/19, we added capacity through secondments for cross trust curriculum leadership of the performing arts and other core subject areas.

In 2022, this team now represents around 13FTE leaders across a range of subjects and curriculum areas. Some employed directly by the core trust, some seconded for a proportion of time from their home schools.



Audrey Caldwell

Performing Arts Curriculum
Director (Primary and Secondary)



Beth Morrish

Literacy Lead (Secondary)



Charmayne Leggett

Mathematics Curriculum Director
(Secondary)



James Brown

Science Curriculum Area Lead



Emma Hardy

Art Curriculum Leader
(Secondary)



Ines McMahon

MFL Curriculum Leader
(Secondary)



Helen Wright

MFL Curriculum Area Lead
(Secondary)



Corinne Wheeler

Design and Technology
Curriculum Leader (Secondary -
Food)

Session 3 Big Question: How can we build capacity sustainably to deliver school improvement and MAT growth?

Structures....

There is a need for a coherent, planned model and resource allocation for school improvement across your MAT.

- Does every school in your MAT, and every teacher in your MAT have an equity of entitlement to resource? Should they?
- What is most desirable for successful school improvement: Coherence, Consistency or Compliance?
- How and when do you know you're ready to support others?
- How do you ensure that schools joining your MAT understand and 'buy-in' to your school improvement model?

Leading through capacity for **sustainable** academy improvement

Session 3 Big Question: How can we build capacity sustainably to deliver school improvement and MAT growth?

Towards a Quality Assurance Framework...

- What proportion of QA should be 'internal', and what role does 'external' QA play?
- Are you clear what you are seeking to measure through your QA?
- How does QA inform strategic planning? When do you check that actions have been followed through?
- What is the difference between QA and an audit? Is there a distinction between compliance and quality?
- Do the executive/trust officers undertaking the QA have the credibility? How is this built?
- How do we measure the success of our academy improvement offer?

Spend a few moments reflecting on your views so far in this session or your long held beliefs and commitments. These will not be the same for us all.

- Sarah will Chair the activity and challenge participants
- Rob and Richard will trade views (which may not be their own) to get us started.
- When the discussion has begun please join the spare seat
- Share your view or challenge one of the other views
- Richard will leave his seat
- Someone else will fill his seat
- Rob will leave his seat
- Someone else will fill his seat
- The professional debate and dialogue will continue

Basically, if there is a spare seat, sit in it and air your thoughts, reflections, opinions or professionally challenge those that have already been shared!



Session 4 Big Question: What does equity and quality of offer look like in a successful school improvement team?

- Is there a QA 'team' or is the responsibility shared?
- How on earth do you schedule the QA and do you 'triage' by need (or OFSTED schedules!?)
- Curriculum Development. How do you ensure cross-trust curriculum development groups drive improvement in the classroom? How and where do you build the capacity?
- What role or engagement do you have with local research schools, hubs or other research networks? How do you measure the impact?
- What is the aim of your MAT CPDL offer? Is it about coherence, networking, specific skills. How do you facilitate it? How does it balance with school-specific priorities?
- Directorate – Are you planning for and actively including non-teaching colleagues in your cross-trust CPDL offer? When and how is best?

EDUCATION IS THE SILVER BULLET
EDUCATION IS EVERYTHING
WE DON'T NEED LITTLE CHANGES, WE NEED
GIGANTIC, MONUMENTAL CHANGES
SCHOOLS SHOULD BE PALACES
THE COMPETITION FOR THE BEST TEACHERS
SHOULD BE FIERCE
THEY SHOULD BE MAKING SIX- FIGURE SALARIES
SCHOOLS SHOULD BE INCREDIBLY EXPENSIVE FOR GOVERNMENT
& ABSOLUTELY FREE
OF CHARGE TO ITS CITIZENS
JUST LIKE NATIONAL DEFENSE
THAT'S MY POSITION
I JUST HAVEN'T FIGURED OUT HOW TO DO IT YET

The Meridian Trust Model for Great Schools

Vision: High-quality educational provision for all at the heart of local communities





Academic Year

2022/2023

- Select all
- EC
- GPUTC
- LIN
- NCA
- NPA
- NSC
- SHA
- SUS
- SVA
- SVC
- SWA
- TFS

Pupil Premium ...

- F
- T

In Care

- T

EAL

- Yes

Gender

- F
- M

11771

No of Students

12698

GIS Capacity

2400

PAN

6130

No of Boys

52.1%

% of Boys

9.03%

% of EAL

5641

No of Girls

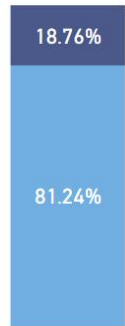
47.9%

% of Girls

78

No In Care

Pupil Premium



PP ● F ● T

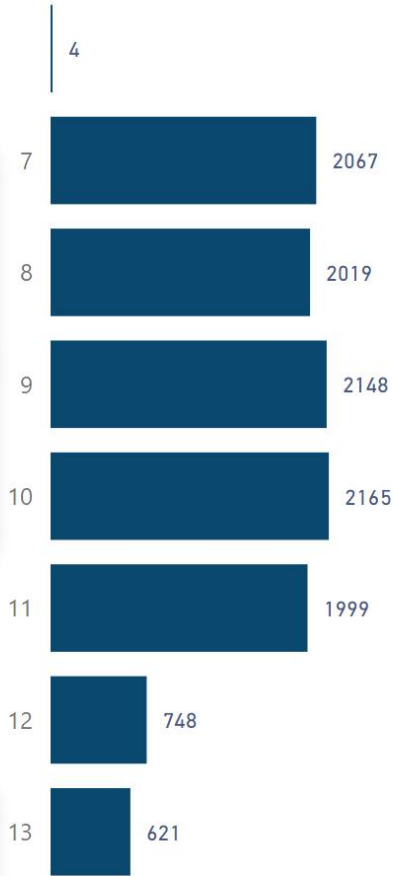
No of Service Children

125

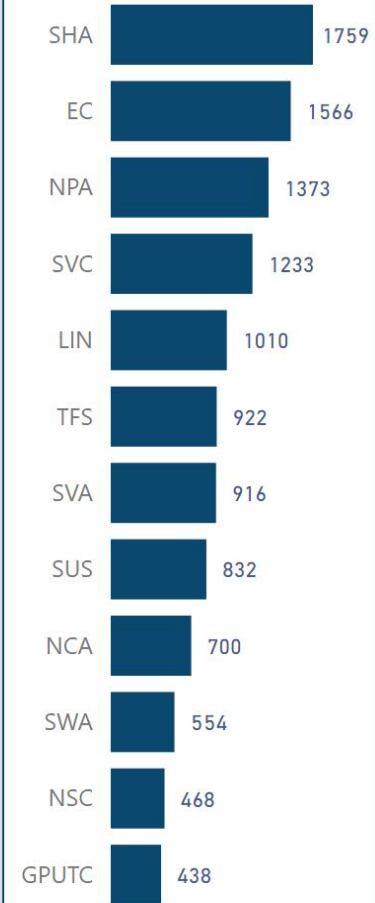
18.02%

% of FSM Ever 6

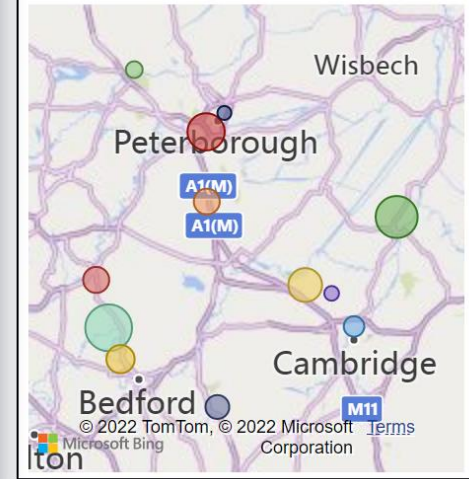
Pupils in each year



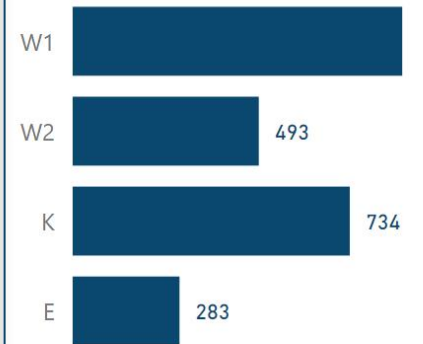
School Numbers



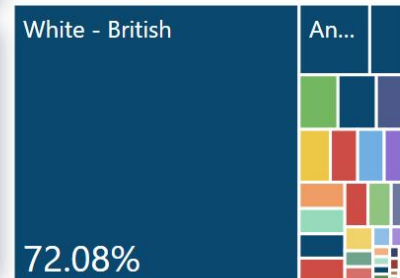
Location of Academies



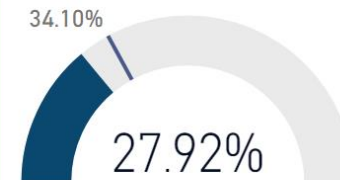
SEN by Type



Ethnicity



% of Ethnic Minority Background



% SEN (K & E)

8.6%

2.4%

% of EHCP

Academic Year
 2022/2023

9/1/2022 12/31/2022

Month
 All

Week Ending
 All

House
 All

- Select all
- EC
- GPUTC
- LIN
- NCA
- NPA
- NSC
- SHA
- SUS
- SVA
- SVC
- SWA
- TFS

93.27%
 % attendance

19.76%
 % PA

- SEN
- W1
 - W2
 - K
 - E

- EAL
- Yes

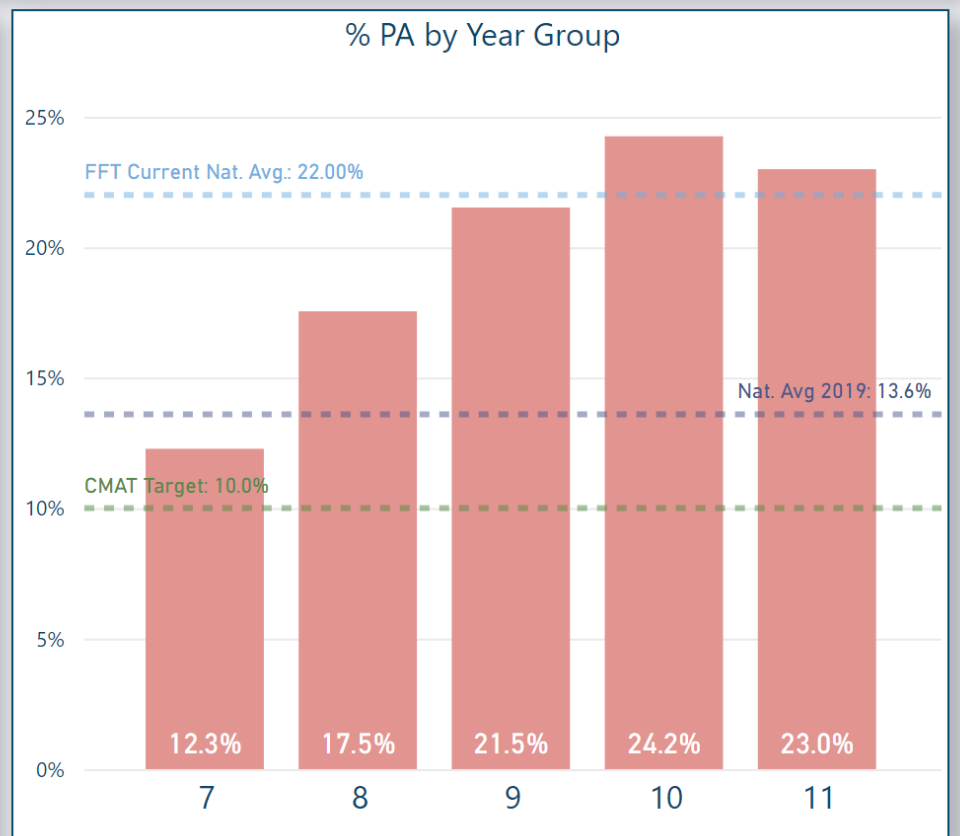
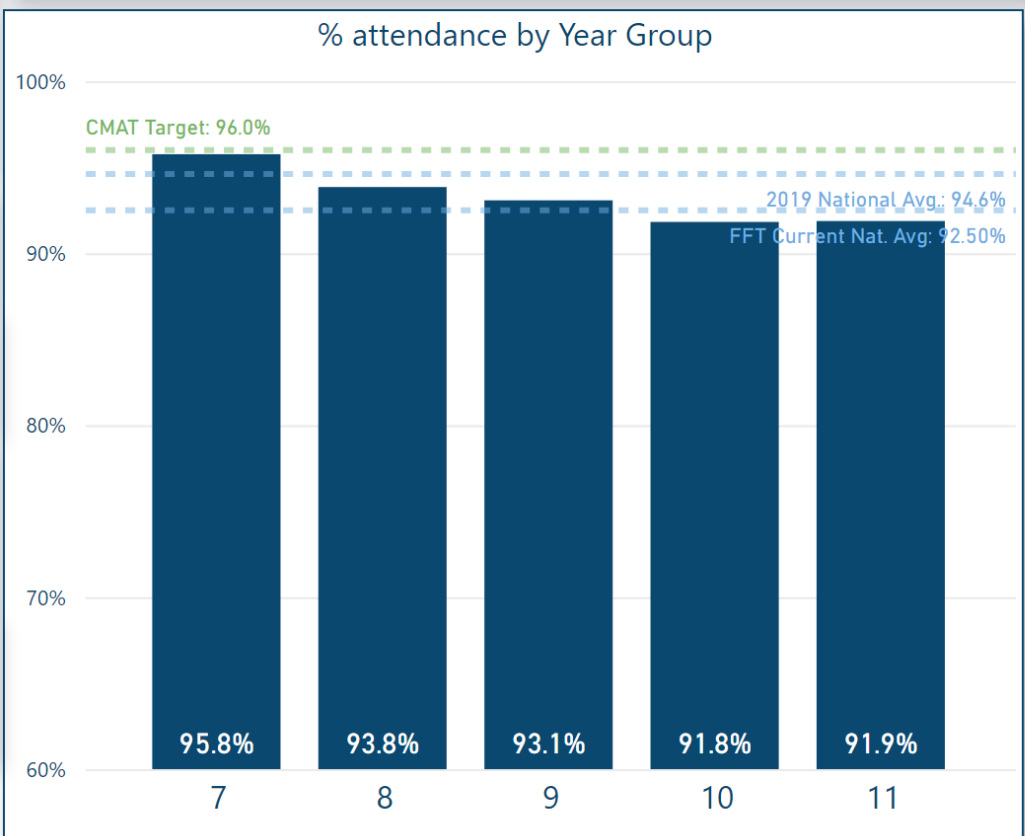
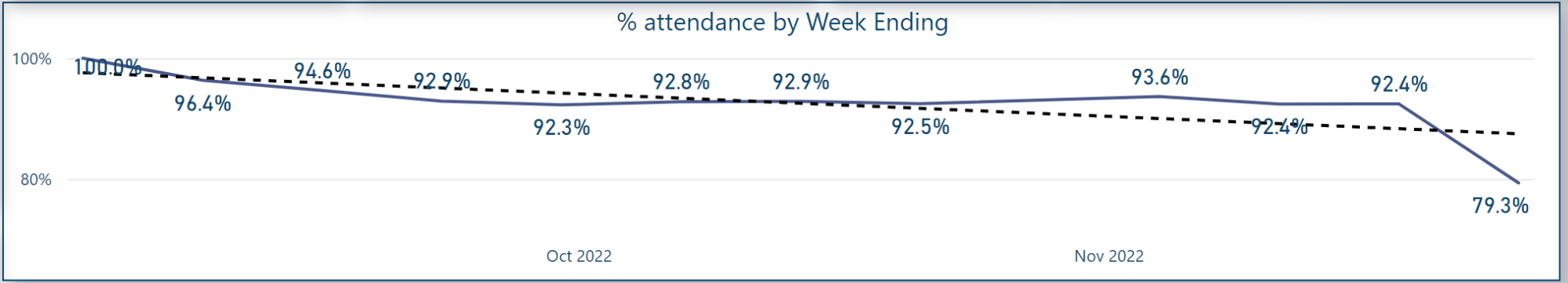
- In Care
- T

- On roll
- N
 - Y

- Gender
- F
 - M

- PP
- F
 - T

Yr
 Multiple se...



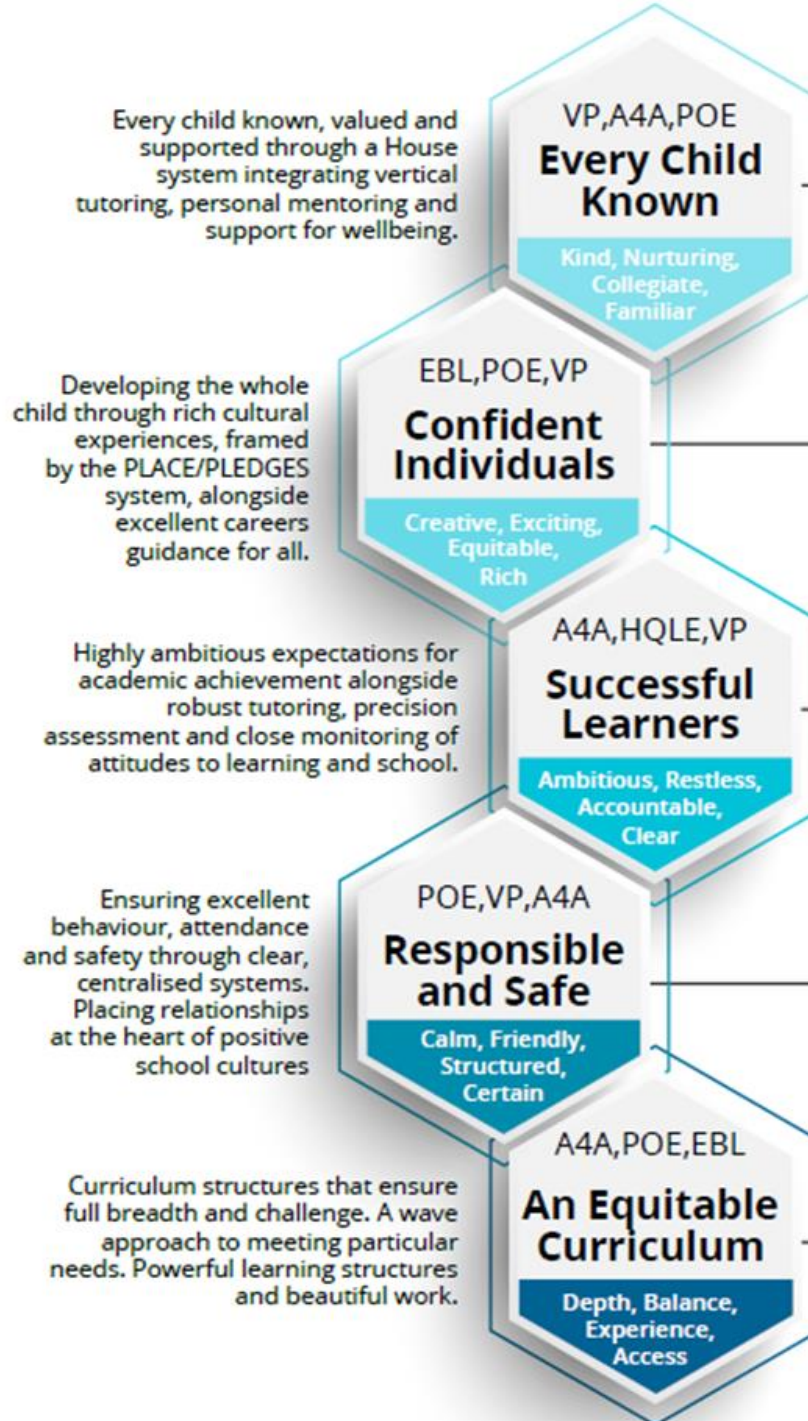
Scenario

- You are the new Chief Executive Officer of a mid-size Trust with 17 academies and a total of 12,450 learners across 10 secondary schools and 7 primary schools. The secondary schools are all average or above average in size but the primary schools range in size from small rural schools to large urban schools.
- In the last two years the Trust has expanded swiftly with nine of the schools joining in that time. Of those nine, three of the secondary schools were sponsored academies with the other six being convertors.
- There are currently no outstanding schools within the Trust, though at secondary level the Progress 8 score averages +0.09 however, this masks some significant underperformance in English. Interestingly the Trust primary phase progress in all areas is consistently positive except within reading which has recently seen a decline and is now at -0.2.
- All the schools are within a 'travel to support' distance of approximately one hour of the central executive team office.
- The current Executive Academy Improvement Team is led by one of the founding school Headteachers, in addition to them leading their own larger than average secondary school and has lacked strategic direction and impact.
- So.....what will your structure be to support sustainable school improvement across the entire Multi Academy Trust.
- As a group focus on the discussions we have had and identify 5 key priorities that you would want to see investment in to maximise the quality of provision and consequently improve life chances for all learners across the Trust

Session 5 Big Question: How can we frame success in terms of vision and the curriculum across a MAT?

- How do you ensure governance at all levels understands what success looks like?
- How do we celebrate success with stakeholders? How do we communicate the benefit of MAT work?
- How do you use CLFP and other strategic planning tools to establish benchmarks and targets?
- Are these processes built and genuinely informed by principals/headteachers?
- How do you ensure that leaders deliver on your priorities? What if they aren't or won't?

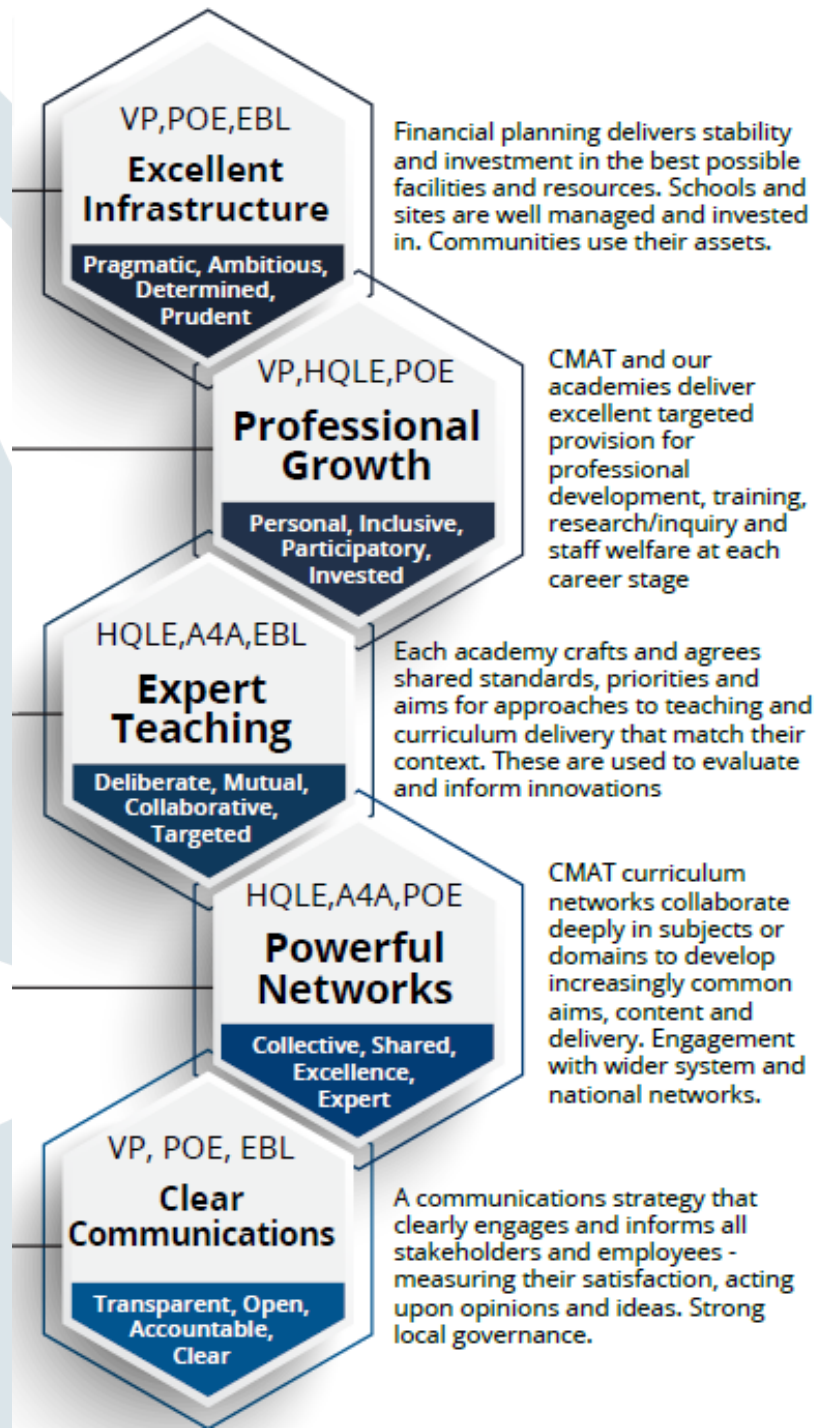
Our Values Structures: School Improvement



- We recognise that families and staff are primarily invested in schools, not in multi-academy trusts.
- We have common values, and common systems/structures that nurture those, but they look a little different in different settings. Context matters.
- The speed of the transition to implement some of these structures varies depending on the situation the school is in.
- The systems we operate are proven and have a range of resources and experiences behind them, but they are added to and evolved by each school who joins the trust.
- These structures are not always consistent in application, but they are *coherent* in terms of their values and aims.
- Equality of access and a culture that is safe, nurturing and ambitious is expected.
- Every school that has joined us has helped to shape and lead the evolution of these values structures over the last decade.

Our Values Structures: School Improvement

- We bring long term financial and operational stability and investment to our schools. This means excellent IT, site development, personnel/HR, compliance and resourcing.
- You are joining a network, both local and national, of colleagues invested in excellence.
- We are innovators and (calculated) risk-takers. Pedagogy and depth of subject expertise are priorities for development and training. Professional learning is extensive and expected.
- Curriculum, Pastoral and Senior leaders join a bigger team with the capacity, ideas, experience and systems to draw on.
- Meridian Trust runs our own ITT provider, our own NPQ programmes through the Teaching School Hub, and has an Institute of Education upon which you can draw and contribute to.
- You are not alone. When the crisis comes, when the call comes, when the need is there – there is experience, expertise and kindness.



The Academy on a Page Evaluation (APE)



Meridian Trust

Area of Evaluation		EC	GPUTC	LA	NCA	NPA	NSC	SA	SUS	SVA	SVC	SWA	TFS	
Overall Evaluation - EPI / CoAC		Refinement	Reinforcement	Reinforcement	Refinement	Refinement	Refinement	Refinement	Reinforcement	Refinement	Replication	Refinement	Reinforcement	
Pursuit of Excellence - CE														
Financial Position - HAN														
CLFP Targets		Meets All	Meets Some	Meets Some	Meets Some	Meets Some	Not Meeting	Meets All	Not Meeting	Meets All	Meets All	Meets Some	Meets Some	
Reserves		Clear Plan - Fixed	Clear Plan - Fixed	Clear Plan - Fixed	Clear Plan - Free	Clear Plan - Free	No Plan - Free	Clear Plan - Fixed	No Plan - Fixed	Clear Plan - Fixed	Clear Plan - Free	Clear Plan - Free	No Plan - Free	
3Year Budget		Mainly Balanced	Mainly Balanced	Mainly Balanced	Consistently Balanced	Consistently Balanced	Mainly Balanced	No Plan - Sig Risk	Plan to Balance	Mainly Balanced	Consistently Balanced	Mainly Balanced	Mainly Balanced	
Post-16 - RSP														
Post-16 APE Overview		Refinement	Not Yet Complete	Not Yet Complete	Not Yet Complete	Reinforcement	Not Yet Complete	Refinement	Refinement	Replication	Not Yet Complete	Not Yet Complete	Reinforcement	
Context - MWD														
School Roll		Growing	Growing	Growing	Growing	Growing	Growing	Stable	Falling	Stable	Stable	Growing	Growing	
Context of Cohorts		National Avg	National Avg	High Prior Attainment	Low Prior Attainment	National Avg	High Prior Attainment	High Prior Attainment	National Avg	National Avg	High Prior Attainment	National Avg	National Avg	
Local Reputation		Refinement	Refinement	Recovery	Refinement	Refinement	Replication	Refinement	Reinforcement	Refinement	Replication	Refinement	Refinement	
Every Child Known - SWI														
Pastoral / House Evaluation		Refinement	Refinement	Reinforcement	Not Yet Complete	Refinement	Not Yet Complete	Refinement	Not Yet Complete	Refinement	Replication	Refinement	Reinforcement	
Attendance Audit - Overall		Refinement	Refinement	Refinement	Refinement	Refinement	Refinement	Reinforcement	Reinforcement	Refinement	Refinement	Refinement	Refinement	
Confident Individuals - MCA														
PLEDGES		Refinement	Reinforcement	Reinforcement	Refinement	Replication	Refinement	Recovery	Recovery	Refinement	Replication	Refinement	Reinforcement	
PASS		Replication	Refinement	Refinement	Refinement	Refinement	Refinement	Refinement	Reinforcement	Refinement	Refinement	Refinement	Reinforcement	
(Extending the Boundaries)														
KS3/4 Destinations and CEIAG		Reinforcement	Reinforcement	Reinforcement	Replication	Reinforcement	Not Yet Complete	Refinement	Reinforcement	Refinement	Refinement	Refinement	Replication	
Successful Learners - ADA														
KS3 Progress		Refinement	Reinforcement	Reinforcement	Reinforcement	Reinforcement	Replication	Refinement	Not Yet Complete	Refinement	Refinement	Refinement	Reinforcement	
KS4 Progress		Refinement	Reinforcement	Refinement	Refinement	Reinforcement	Refinement	Refinement	Reinforcement	Replication	Replication	Reinforcement	Reinforcement	
Responsible and Safe - MCA SWI														
Behaviour Audit - Overall		Replication	Refinement	Recovery	Reinforcement	Refinement	Not Yet Complete	Refinement	Reinforcement	Refinement	Replication	Not Yet Complete	Reinforcement	
Safekeeping Audit - Overall		Refinement	Reinforcement	Reinforcement	Refinement	Refinement	Refinement	Refinement	Reinforcement	Refinement	Refinement	Refinement	Refinement	
Equitable Curriculum - All														
Curriculum Areas Evaluation		Refinement	Reinforcement	Reinforcement	Refinement	Refinement	Refinement	Refinement	Reinforcement	Refinement	Replication	Reinforcement	Reinforcement	
(High Quality Learning Environment)														
SENDV Audit - Overall		Refinement	Reinforcement	Refinement	Refinement	Recovery	Not Yet Complete	Recovery	Reinforcement	Reinforcement	Reinforcement	Reinforcement	Reinforcement	
PP Charter Delivery		Refinement	Reinforcement	Recovery	Refinement	Refinement	Refinement	Reinforcement	Reinforcement	Refinement	Refinement	Refinement	Refinement	
Excellent Infrastructure - HAN														
(High Quality Learning Environment)														
IT Equipment		3 Year roll out	All spec in place	5 Year roll out	3 Year roll out	3 Year roll out	All spec in place	5 Year roll out	5 Year roll out	3 Year roll out	3 Year roll out	3 Year roll out	3 Year roll out	
IT Budget		5 year plan budgeted	5 year plan budgeted	5 year plan budgeted	5 year plan budgeted	5 year plan budgeted	5 year plan budgeted	5 year plan in progress	5 year plan in progress	5 year plan, not budgeted	5 year plan budgeted	5 year plan, not budgeted	5 year plan in progress	
Estates		No Action Plan yet	Action Plan in place	Action Plan in place	Action Plan in place	Minimal risks	Minimal risks	Action Plan in place	Action Plan in place	Action Plan in place	Minimal risks	Minimal risks	Action Plan in place	
Professional Growth - MW														
Recruitment / Retention		Replication	Refinement	Reinforcement	Refinement	Refinement	Replication	Replication	Reinforcement	Replication	Replication	Refinement	Reinforcement	
CPD Delivery		Replication	Reinforcement	Refinement	Refinement	Refinement	Refinement	Reinforcement	Reinforcement	Replication	Replication	Refinement	Refinement	
Staff Absence		Replication	Refinement	Reinforcement	Refinement	Refinement	Refinement	Refinement	Refinement	Refinement	Refinement	Refinement	Refinement	
Teaching Expertise - RSP														
(High Quality Learning Environment)														
Quality		Replication	Reinforcement	Reinforcement	Refinement	Refinement	Refinement	Refinement	Refinement	Refinement	Replication	Refinement	Reinforcement	
Coherence		Replication	Reinforcement	Reinforcement	Reinforcement	Reinforcement	Refinement	Refinement	Reinforcement	Refinement	Replication	Refinement	Reinforcement	
Innovation		Replication	Reinforcement	Reinforcement	Refinement	Reinforcement	Refinement	Refinement	Reinforcement	Refinement	Replication	Reinforcement	Reinforcement	
Powerful Networks - All														
Meeting Engagement / Alignment		Replication	Refinement	Reinforcement	Refinement	Reinforcement	Refinement	Refinement	Reinforcement	Refinement	Refinement	Refinement	Reinforcement	
Near Communications - RSP														
Survey Feedback - Parents		Replication	Reinforcement	Reinforcement	Reinforcement	Refinement	Refinement	Refinement	Reinforcement	Refinement	Refinement	Replication	Refinement	
Survey Feedback - Staff		Replication	Refinement	Refinement	Reinforcement	Reinforcement	Refinement	Refinement	Reinforcement	Refinement	Refinement	Replication	Refinement	
Communications Strategy		Replication	Refinement	Reinforcement	Reinforcement	Refinement	Refinement	Refinement	Reinforcement	Refinement	Refinement	Refinement	Refinement	
Reviewed Date: 21/4/22		Updated:	15/07/22	27.05.2022	2nd May 2022	22/03/2022	01/03/22	31/3/22	01/05/22	23/03/2022	12/07/22	30/03/22	15/06/22	04/07/22
Reviewed by: Secondary		Updated By:	SWN	DBI	RSP&AHE	SFO / ADA	CA and RGRWSI	CMO / ADA	CLW/RSP	ADA, RHO, EK/	STP/SSW	JST and MCA	VLL & SWI	SWI / ASI
Current OFSTED Grade		Good	RI	RI	Good	Good	N/A	Good	RI	Good	Outstanding	Good	Good	
Date of Last Inspection		Jun-19	Feb-19	Feb-22	Dec-18	Mar-18	N/A	Mar-17	Apr-17	Feb-18	25/2/2020	Sep-21	Jul-21	
Resources P&S Trust		Window of Next Inspection	2023	2022	2024	2022	2022	2022	2022	2020	2022	2026	2026	2026
Secondary P&S Trust		Inherited OFSTED Grade	SM	RI	Good	Good	RI	N/A	Good	RI	SM	Outstanding	RI	SM
Inherited Financial Position		Sig Deficit	Sig Deficit	Sig Deficit	Sig Deficit	Sig Deficit	New School	Sig Deficit	Sig Deficit	Sig Deficit	Sig Deficit	Small Surplus	Surplus	Surplus
Inherited Achievement position		Bottom 20%	Not Reported	N/A	Bottom 10%	Bottom 10%	N/A	Average	Bottom 20%	Average	Top 20%	Bottom 10%	Bottom 20%	
Inherited Popularity		Falling Roll	Growing Roll	Stable	Falling Roll	Falling Roll	Growing Roll	Stable	Falling Roll	Falling Roll	Stable Roll	Falling Roll	Falling Roll	
Joined CMAT		2016	2021	2021	2012	2011	2019	2021	2019	2015	2011	2014	2019	

	Area of Evaluation	EC	GPUTC	LA
Pursuit of Excellence - CEO	Overall Evaluation - EP / P / CoAC	Refinement	Reinforcement	Reinforcement
Financial Position - HAN	CLFP Targets	Meets All	Meets Some	Meets Some
	Reserves	Clear Plan - Fixed	Clear Plan - Fixed	Clear Plan - Fixed
	3 Year Budget	Mainly Balanced	Mainly Balanced	Mainly Balanced
Post-16 - RSP	Post-16 APE Overview	Refinement	Not Yet Complete	Not Yet Complete
Context - MWO	School Roll	Growing	Growing	Growing
	Context of Cohorts	National Avg	National Avg	High Prior Attainment
	Local Reputation	Refinement	Refinement	Recovery
Every Child Known - SWI (Valuing People)	Pastoral / House Evaluation	Refinement	Refinement	Reinforcement
	Attendance Audit - Overall	Refinement	Refinement	Refinement
Confident Individuals - MCA (Extending the Boundaries)	PLEDGES	Refinement	Reinforcement	Reinforcement
	PASS	Replication	Refinement	Refinement
	KS3/4 Destinations and CEIAG	Reinforcement	Reinforcement	Reinforcement
Successful Learners - ADA (Achievement for All)	KS3 Progress	Refinement	Reinforcement	Reinforcement
	KS4 Progress	Refinement	Reinforcement	Refinement
Responsible and Safe - MCA SWI	Behaviour Audit - Overall	Replication	Refinement	Recovery
	Safeguarding Audit - Overall	Refinement	Reinforcement	Reinforcement
Equitable Curriculum - All (High Quality Learning Environment)	Curriculum Areas Evaluation	Refinement	Reinforcement	Refinement
	SENDV Audit - Overall	Refinement	Reinforcement	Refinement
	PP Charter Delivery	Refinement	Reinforcement	Recovery
Excellent Infrastructure - HAN (High Quality Learning Environment)	IT Equipment	3 Year roll out	All spec in place	5 Year roll out
	IT Budget	5 year plan budgeted	5 year plan budgeted	5 year plan, not budgeted
	Estates	No Action Plan yet	Action Plan in place	Action Plan in place
Professional Growth - MWO	Recruitment / Retention	Replication	Refinement	Reinforcement
	CPD Delivery	Replication	Reinforcement	Refinement
	Staff Absence	Replication	Refinement	Reinforcement
Teaching Expertise - RSP (High Quality Learning Environment)	Quality	Replication	Reinforcement	Reinforcement
	Coherence	Replication	Reinforcement	Reinforcement
	Innovation	Replication	Reinforcement	Reinforcement
Powerful Networks - All	Meeting Engagement / Alignment	Replication	Refinement	Reinforcement
Clear Communications - RSP	Survey Feedback - Parents	Replication	Reinforcement	Reinforcement
	Survey Feedback - Staff	Replication	Refinement	Refinement
	Communications Strategy	Replication	Refinement	Reinforcement

Measuring what we value SEF through the APE is mapped to the 'Values Structures'.

Each area is monitored through QA activity, audits or reporting.

Each judgement is made with reference to criteria that are regularly reviewed.

Shared with Academy Council and agreed between Principal and EP.



THE CONSORTIUM
ACADEMY TRUST



Final Commitment to Action

As MAT leaders we have a duty as part of our funding agreement to advance education in the public benefit but more than that we have an ethical purpose to lead high quality education with our organisation with:

(ASCL/National Governors Association Framework for Ethical Leadership)

JUSTICE-leaders are fair and work for the good of all children We seek to enable all young people to lead useful, happy and fulfilling lives.

SERVICE-leaders are conscientious and dutiful We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

COURAGE-leaders work courageously in the best interests of children and young people We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

OPTIMISM-leaders are positive and encouraging. Despite difficulties and pressures, we are developing excellent education to change the world for the better

Three Takeaways from the discussion

To make a change we have to make an effort and plan our next layer of discussion across our Trust.

To make a change we have to make an effort and plan our next layer of discussion across our Trust.

Action	Purpose	Stakeholders	Timescale

If you are an aspiring MAT Executive, use the time to consider the initial thinking you would need to engage to initiate an effective quality of education profile across your MAT



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