

OUR TRUST



United Endeavour Trust

Working with
your school



Our Vision



To provide a rounded education for all of our students

To make our academies a part of the community they serve

To provide outstanding teaching and pastoral support through well qualified and motivated staff

Our Priorities

To provide a rounded education for all of our students

- By ensuring our academies offer a well balance curriculum with subjects which best match our students' abilities and aspirations
- By personalising programme for our students which help them to enjoy and achieve
- By supporting their learning development – teaching them how to learn
- By focussing on improving outcomes in examinations
- By giving our students access to and experience of further education and employability - raising their aspirations, expectations and future economic and social wellbeing
- By helping our students to manage their health and safety, and develop positive approaches to wellbeing
- By giving our students a voice in the development and activity of our academies through student working groups and a strategic body which reports to Governors.



Our Priorities



To make our academies a part of the community they serve

- By involving our academies in activities which contribute to the cohesion of the communities we serve
- By ensuring our academies work together and with other academies and education providers
- By involving our students as active citizens and volunteers within those communities and developing in them a sense of social responsibility



Our Priorities



To provide good teaching and pastoral support through well qualified and motivated staff

- By investing in accredited training for our staff, including continued learning at University to Masters level
- By ensuring that we invest in staff well-being and allow staff to focus on their jobs by removing bureaucratic burden
- By checking on staff morale and supporting recognition of their efforts
- By providing well planned staff development which matches our development priorities



What are our development priorities?



- **Ensure our structures of Governance are robust and appropriate in the context of public accountability and the growth of UET**
 - Ensure compliance with requirement of Trust leadership and management as set out in the EFA Academies Financial Handbook
 - Expand the membership of the MAT Board
- **What is in in for you?**
 - **Induction, training and support for your Governors (current Ofsted theme)**
 - **Supporting frameworks to help governors review their responsibilities and their impact**

What are our development priorities?



- Accelerate the pace of Academy Improvement to ensure that our Academies deliver improving outcomes for our students.
- **What is in it for you?**
 - Extend partnership working within the Trust to better meet the needs of students – Direct working on learning development and project based activity
 - Current projects with primary partners include: Progress for high attainers' Y6>7 English / Oracy through Radio station development / Student led transition support Y5>7 / Mastery maths / WOW Science/ Sports and Performance collaboration/digital learner leads/student voice

Academy Improvement

What is in it for you?



- Grow support for Trust partners – developing outwards facing partnerships
 - Stoke City Football Club – community engagement
 - City of Stoke Sixth Form College – access to facilities and student mentors / developing joint A Level provision
 - Keele University – learning support and experiences (WOW Science)
 - Newcastle Under Lyme College – access to facilities and careers/employability events
 - University of Derby – discounted access to Masters level courses – growing Specialist Leaders of Improvement
 - Staffs CC and Stoke CC provision of Alternative Provision for 3-16 year olds – our contribution via a Free School
 - Local Enterprise Partnership = Enterprise Partnerships with local big businesses

What are our development priorities?



- To continue to focus on improving outcomes by testing and measuring success – Quality Assurance
- **What is in it for you?**
 - Develop QA systems which extend across the Trust and provide accurate information on performance and guidance for professional development AND which fit each academy context – our QA Toolkit
 - Review the effectiveness of academy leadership teams
 - Review the effectiveness of local teams
 - Data Review and support
 - Governor Dashboards (your own version of the Inspection Dashboard with in year data)
 - Support to use Analyse School Performance and DfE Primary progress measures and accountability each year
 - SEF support and Ofsted readiness support

Our QA Toolkit



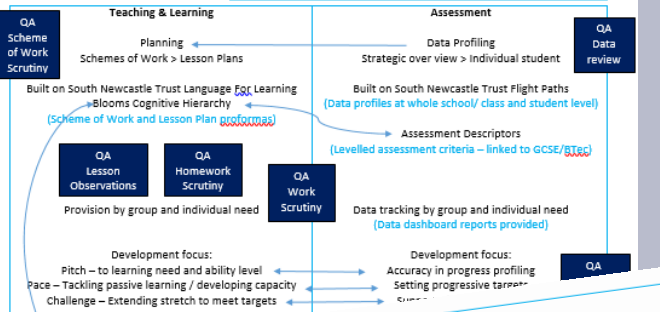
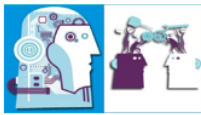
- 1. **Joint development** of bespoke/generic academy toolkit contents

Possible use of the below

- 2. Team Accountability and Action Plans
- 3. Learning Review – Short Observations
- 4. Lesson Observation proforma
- 5. Lesson Observation Subject – Team Report
- 6. Work Scrutiny Survey
- 7. Work Scrutiny Summary Report
- 8. Homework Evaluation
- 9. Homework Evaluation Summary Report
- 10. Scheme of Work Summary Report
- 11. Student Voice – Views on Learning
- 12. Student Voice – Views on Behaviour
- 13. Student Voice – Views on Welfare and Safety
- 14. Pastoral Quality Assurance (Form Tutor/House Manager)
- 15. Learning Walk – Environment
- 16. 2017-18 QA Calendar

School Effectiveness	Autumn 16 – T1				Spring 17-T2				Summer 17 – T3				Autumn 17 – T1			
	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
Challenge Partners																
Desk Top Data Review / ROL Reporting	September - school results and in line with ROL unvalidated/ validated															
School Review	Undertaken during Autumn or Spring Term															
Review Training		√				√										
CEO Meetings																
Chair of Governors	√				√		√			√		√	√			
Principals Meeting	√				√		√			√		√	√			
Website																
Statutory Compliance																
Pupil Premium – <i>Strategy and Funding</i>					√											√
Sports Premium – <i>Strategy and funding</i>					√											√
Website – <i>Check for compliance</i>					√											√
IT Infrastructure – <i>e safety compliance</i>	December annually and ongoing as needed															
Standards and Achievement																
Use of predicted outcomes to target Intervention activity	Half termly															
PIXL actions review	Half termly															
Review of termly assessment information			√			√				√					√	
Academy Improvement Visits (Challenge and Support)																
Focus/frequency determined by academy effectiveness and identified priorities but to include: quality of teaching; quality of personal development, behaviour and welfare; effectiveness of leadership; SEF review and validation.	1-4+ days per term depending on school effectiveness				1-4+ days per term depending on school effectiveness				1-4+ days per term depending on school effectiveness				1-4+ days per term depending on school effectiveness			
Discussion of SIP priorities							√					√				
Focused Review																
Pupil Premium Review	Annually with follow up to any recommendations															
Safeguarding Review	Annually															
Governance Review	As required															
Readiness for Ofsted																
SEF Review	As required															
On-site support	As required															

Quality Assurance Activity	Autumn 16 – T1				Spring 17-T2				Summer 17 – T3				Autumn 17 – T1			
	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
Activity period shown as week in month																
Homework Scrutiny	4				4				3				4			
Lesson Observations		1 2				2 3				4	1			1 2		
Scheme of Work Scrutiny			1		2											1
Work Scrutiny			4				4			1						4
Student Voice – Learning / Behaviour / Welfare			1			4				2						1
Pastoral Tutors			2				2			3						2
Pastoral Managers					3				1	3						
Quality of Teaching Environment	4			3		3		2	4		1			4		3

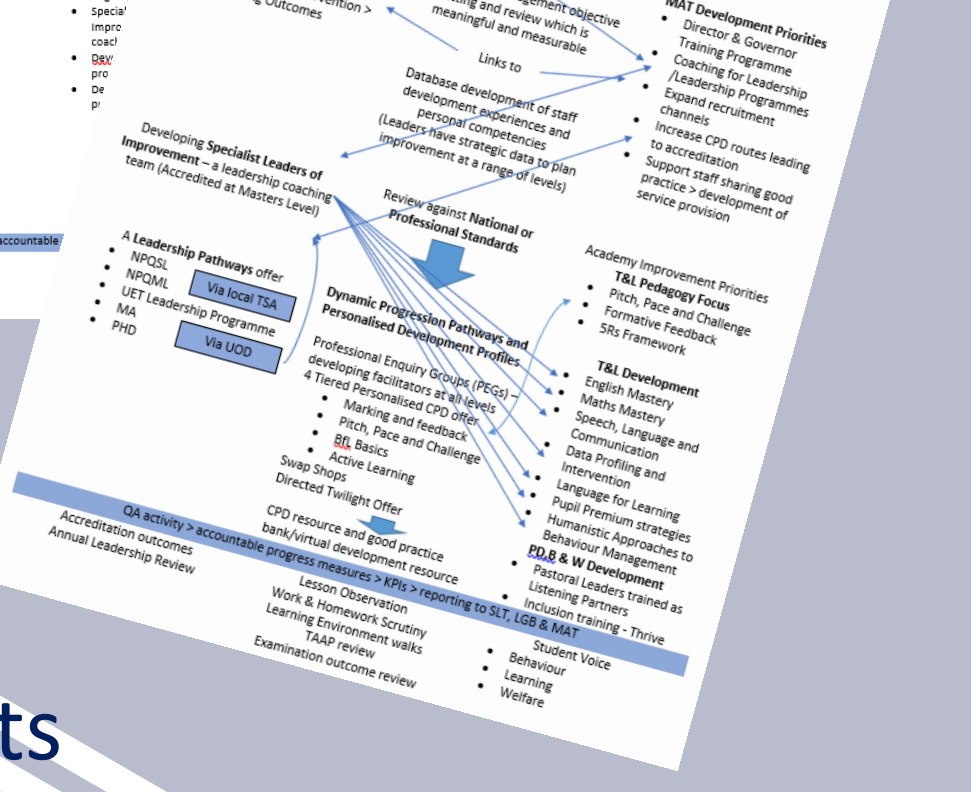
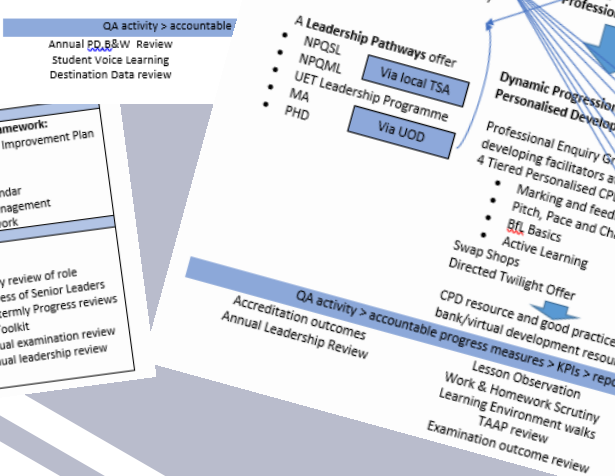


MAT Leadership	Local Governing Body Leadership	Academy Leaders
Key Leads Chair of MAT & CEO	Key Leads Chair of Governors & Principal	Principal and Leaders
<p>Operational offer:</p> <ul style="list-style-type: none"> Setting strategic direction, objectives and targets (KPIs) Review of performance and academic standards Review of Governance Review of resourcing Ensuring compliance with company and charity law, the Academies Financial Handbook and DfE Governance Handbook Ensuring financial solvency Central contract Management of the Funding Agreement and Deed of Gift Development of central policies Support for academy conversion Core service management 	<p>Operational role:</p> <ul style="list-style-type: none"> Ensuring clarity of vision, ethos and strategic direction Holds the Principal to account for educational performance Strategic leadership and accountability for each academy Ensuring compliance with the Scheme of Delegation and School Governance Structures Oversee financial performance to ensure that money is well spent and review resourcing Make visits to the school via link departments and designated areas of responsibility (SEND, CPD) Agree policies and review effectiveness of their implementation Oversee the outcome of Performance Management 	<p>Operational role (support):</p> <ul style="list-style-type: none"> Implementation of ethos and strategy Holds senior and leaders to account for educational and pastoral success TAAPs Progress tri of attainment Interventions Planning of Teaching Assessing and reporting on Personal behaviour Staff development Leadership Extra-
<p>Organisational framework:</p> <ul style="list-style-type: none"> MAT Vision statement MAT Strategic objectives MAT Development Plan Scheme of Delegation SLAs for Core Service 	<p>Organisational framework:</p> <ul style="list-style-type: none"> Academy Vision statement Academy Strategic objectives and KPIs Academy Improvement Plan (Raising Attainment and Achievement Plan - RAAP) 	<p>Organisational framework:</p> <ul style="list-style-type: none"> Academy Improvement Plan (RAAP) TAAPs QA Calendar Line management framework
<p>QA Tools:</p> <ul style="list-style-type: none"> Termly report to MAT Board from CEO and Trust Director Half termly MAT Plan monitoring reports Annual Audit Annual FMGS internal audit Yearly publishing of accounts and academy reports to EFA 	<p>QA Tools:</p> <ul style="list-style-type: none"> Termly report to Governors from Principal and Senior Leaders Half termly AIP/RAAP Plan monitoring reports Termly Governor Dashboard reports Annual examination outcome and ROL profile reports 	<p>QA Tools:</p> <ul style="list-style-type: none"> SEF Termly review of role progress of Senior Leaders Half termly Progress reviews QA Toolkit Annual examination review Annual leadership review

Tools indicated as:
A positive learning environment is an environment that builds children



- Student Programmes**
- Passport to the Future (Y5 > Y11) recognition and certification based profile of personal achievements and experiences
 - Y5 careers conference
 - Passport to Employability (Y7-Y11) recognition and certification based profile of CEIAG achievements and experiences matched to statutory guidance
 - Thrive assessment and programmes - If children have been emotionally thrown off track, either temporarily or over longer periods, Thrive helps us understand the needs being signalled by their behaviour and gives us targeted strategies and activities to help them re-engage
- Staff training pr**
- Restorative j approaches
 - Humanistic behaviour (Empathy, Unconditional Regard, Specialised, Improbable, Coaches)
 - DBT pro
 - De pi
- thrive**
- Volunteering schemes
 - Mentoring provision
 - Business mentors
 - Near Peer mentors
 - Academic mentors



Management Blueprints

What are our development priorities?



- Expand our provision for Recruitment, training and CPD to ensure the development and maintenance of an expert workforce.
- **What is in it for you?**
 - HR services which are responsive and proactive in supporting you and your staff
 - Improved and supported recruitment of staff (including supporting provision for shared posts/ NQT support)
 - Training specialist providers to offer school improvement support (SLIs)
 - Developing Trust and External approved accreditation for CPD activity (including required training for Safeguarding and H&S)
 - Provide training for both Teaching and Support Staff
 - Legal advice and personal support for disciplinary/capability/grievance/ complaints/ etc.
 - Management of contracts for payroll etc at reduced costs

What are our development priorities?



- Business management structures, systems and ways of working which enable trust resources (whether finance, staff, buildings, systems or information) to be primarily directed to supporting the learner
 - Finance
 - HR
 - Estates
 - Contracts (Cleaning / Catering / Welfare / etc)
 - IT
 - Data
 - Marketing
 - Safeguarding
- **What is in it for you?**
 - Financial saving – improved service – greater control of priority setting – mix and match of which services would be Trust provided and which you remain independent in.

What are our development priorities?



- **Manage our estates and premises and ensure H&S compliance in our academies**
 - Improve and maintain our buildings to ensure that the communities we serve have the best facilities in our region.
- **What is in it for you?**
 - Improved management of site resources and access to the shared facilities and resources of all Trust academies

What are our development priorities?



- **Opportunities via collaboration**
 - Promote a wider educational experience for all our students, in particular those from a socially challenging context.
- Identify **collaboration** on community based projects with Trust and other partners to meet our strategic objectives of increasing participating in learning, developing well-being and developing active citizenship and mentoring.
- To expand a Trust wide **inter academy performing arts and sports and well-being programme** to include Primary Academies and to engage with national and regional partnerships thereby ensuring the involvement of our Academies and their students in external competition.
- To develop an **Alumni support provision**
- To develop a UET **passport to employment** supported by Business-Education activities
- To expand our provision of support, guidance and advice to pupils to support their **transition** between key stages and to further education, higher education or employment.
- To collaborate on **Pupil Premium** activity and review

Areas for potential benefit



BEING A TRUST MEMBER



A Trust Member signs a Memorandum of Understanding to support the aims and work of the Trust of which they are a member.

The trust is made up of the school(s) and partners working together for the benefit of the school.

A Scheme of Delegation describes what is Trust directed and what is Academy directed

JOINING ENDEAVOUR ACADEMIES TRUST



- Overseen by a single board of Trustees who audit activity and standards – the bridge between the DfE and the schools
- Possible sharing of staff and expertise
- Local Governing Bodies for each Academy or Federation
- Central provision of HR/Finance/IT/School Improvement /Site & Premises/ H&S/ Marketing
- Financial top slicing to support Trust core functions and services to Academies – an initial 5% top slice but moving to a calculation of actual costs dependent upon services used

What is the relationship between the governing body and the trust?



The governing body and the trust are separate bodies, with their own specific responsibilities and accountabilities. The governing body's strategic and accountability role remains unchanged; it is accountable for the school's performance whilst the headteacher remains responsible for the day-to-day running of the school.

The trust has specific educational objectives associated with improving educational outcomes for all children and the advancement of community development.

The 5 Stages to becoming an Academy

(1) Prepare your application

- Register your interest
- Work to the Academies Financial Handbook
- Get consent from Governors



(2) Consult with parents and local stakeholders and seek legal advice



(3) Apply to convert

- On approval work with the MAT
- Transfer responsibilities



(4) Prepare to open

- Land registration
- Actuarial assessment
- Contracts
- Transfer of staff



(5) Implementation – Open as an Academy

Contribute to creating an offer we can be proud of

- Adapting to change together
- Developing provision together
- Promoting success together
- Tackling our issues together
- ... In Our Trust

