

The Rutland Learning Trust

Providing outstanding education for all pupils – today and tomorrow!

World-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.

By

Working Together

Sustaining Excellence

Transforming Learning



Transformation Plan 2018

To be read in conjunction with
Vision, Aims and Strategic Intent
Updated December 2018



Working Together
Sustaining Excellence
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Vision		<div>The Rutland Learning Trust</div> <div>Providing outstanding education for all pupils – today and tomorrow!</div> <div>World-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.</div>				Vision Overview 2018-2020		
Aims		<div>Working Together</div> <div>(Real, genuine and planned collaboration)</div>		<div>Sustaining Excellence</div> <div>(Raising standards of achievement)</div>		<div>Transforming Learning</div> <div>(Improving the quality of teaching and learning, curriculum and use of assessment)</div>		
Objectives	<div>*Strengthen Governance and Leadership at all levels</div>		<div>*Empower leaders to fully articulate their distinctive Christian vision for their schools</div>		<div>Refine our Pupil Premium Strategy</div>		<div>Enhance our Trust Enrichment Programme</div>	<div>Embed the 6Rs and school values to develop ‘Learning Character’ in all pupils</div>
	<div>*Promote strategic growth of the Trust</div>		<div>*Raise standards of attainment and achievement for all pupils</div>		<div>*Ensure high quality teaching</div>			
	<div>Strengthen partnerships with families so that they feel fully involved in their child’s education.</div>	<div>Ensure the Rutland Teaching School Alliance provides effective school improvement</div>	<div>Strengthen our Inclusion Strategy</div>	<div>Stretch and challenge pupils of all abilities</div> <div>MASTERY and GREATER DEPTH</div>	<div>Improve our approach to curriculum planning, assessment and reporting: Planning and Assessment</div>			
Financial Aims		Value for Money		Effectiveness		Sustainability		
Critical Success Factors		<div>Demand</div> <div>Pupils numbers, reputation and credibility</div>	<div>Growth</div> <div>10 – 12 schools over three years</div>	<div>Funding</div> <div>National funding formula, sponsorship, grants</div>		<div>Effective resource management</div> <div>Staffing, central services, procurement</div>		
Values		<div>The Rutland Learning Trust promotes high achievement and learning for life through our commitment to PERSONALISED LEARNING and the 6Rs. Alongside our Christian and British values, vision and ethos, this underpins everything we do.</div>						

Our strategy is underpinned by 'The Nine Pillars of Greatness'

- Shared vision, values, culture and ethos of high expectations of all members of the school community
- Inspirational leadership at all levels throughout the Trust
- Exceptional teaching, learning and use of assessment
- A relentless focus on engaging and involving pupils in all aspects off school life



- Personalised and highly effective CPD
- A stimulating and inclusive environment and climate for learning
- A rich and creative - knowledge based curriculum within and beyond the classroom
- High quality partnerships and networks
- Robust self-evaluation, data analysis and collective review



Working Together
Sustaining Excellence
Transforming Learning

WORKING TOGETHER

Real, genuine and planned collaboration.

* Promote strategic growth of the Trust

Sustainable and progressive strategic growth in line with Governments funding strategy:
(10-15 schools / or 2000 pupils by 2020:
Up to 3 schools per year).

Only 1 school in an OFSTED category per year unless they have had a recent change in leadership and can demonstrate strong capacity to improve.

Readiness for managed growth.
The Trust has the flexibility, capacity and capability to raise outcomes, provide high quality school improvement and respond to the bespoke needs of a joining school.

There is a well communicated strategic vision and plan that moves seamlessly from implementation into impact.

*Strengthen Leadership and Governance

OFSTED Leadership and Management grade will be at least good in all schools within 2 years of joining the Trust/ at first OFSTED Inspection – whichever is the sooner.

Self-evaluation, quality assurance and external reviews of governance show all Governors understand their roles and responsibilities as Members, Trustees and Local Governors (as an Academy and Church school).

RLT quality assurance activities show that the Leadership (including Governance) is a strength in each of our schools.

100% skills coverage at all times:
leadership - strategy, education - pedagogy, legal, HR, business, finance, communication - marketing, ethos – as evidenced through an annual skills audit and Governor profile discussions.

Robust financial parameters are maintained:
All school maintaining: <75% total income on staffing, <23% of total income non-staffing costs, 2% surplus.

The school improvement strategy is sustaining improved performance; standards are rising and improvement is rapid.

The self-evaluation of the academies is maturing so that they have greater ownership of their own requirements and make more bespoke support demands of the Trust.

The trust has improved the majority of its schools to the point at which those that were once weak now have capacity and strength to support new schools joining the MAT or schools beyond the trust. They can independently peer review with confidence other schools in the trust.

*Empower leaders to fully articulate their distinctive Christian vision for their schools.

How effectively does the school's distinctive Christian vision, established and promoted by leadership at all levels, enable its pupils and adults to flourish?

National Society Statutory Section 48 Inspection - all schools will be judged at least good in each area of the new SIAMS Evaluation Schedule/Framework 2018.



Ensure the Rutland Teaching School Alliance (RTSA) provides effective school improvement

The Rutland Teaching School Alliance is making good progress as evidenced against its own key performance indicators. (Please refer to the RTSA Transformation Plan for more specific details).

Our Trust and Academies play a key role in wider system leadership through membership of Teaching School Alliances, supporting other schools, leading and participating in local partnerships and sharing expertise widely. We learn from, and contribute to, the practice of other MATs in their region.

Strengthen partnerships with families so that they feel fully involved in their child's education.

The overwhelming majority (over 85%) of parents state:

- their child is happy and safe in school
- the school is well lead and managed
- communication is strong
- behaviour is well managed
- they receive valuable information about their child's progress
- their child is well taught and making good progress
- the school has a calm, welcoming ad relaxed environment
- they feel comfortable in approaching the school with a question, suggestion or problem
- they would recommend this school to another parent
- overall, they are satisfied with the school

All parents have access to a suite of family learning / information events across the year.

All schools have at least one fully trained Emotional First Aider to ensure strategies are in place to promote mental health and well-being; high attendance (98%); and strengthen the school's ability to provide early intervention for pupils and families with emerging needs.

The school website is fully compliant and includes key information to support families: Pupil Premium and Sports Strategy; SEND Reports; Curriculum Offer – approaches to phonics, reading, maths and project/topic themes; Policies; Standards; Vision and Values.

Aims	Working Together <i>(Real, genuine and planned collaboration)</i>
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Objective	Promote strategic growth of the Trust
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Key Performance Indicators	Sustainable and progressive strategic growth in line with Governments funding strategy: (10-15 schools / or 2000 pupils by 2020: Up to 3 schools per year). Only 1 school in an OFSTED category per year unless they have had a recent change in leadership and can demonstrate strong capacity to improve.	Autumn	Spring	Summer
	Ensure readiness for managed growth. The Trust has the flexibility, capacity and capability to raise outcomes, provide high quality school improvement and respond to the bespoke needs of a joining school.	Autumn	Spring	Summer
	There is a well communicated strategic vision & plan that moves seamlessly from implementation into impact. The Trust has a strategic plan that seamlessly sits within the school plans. There is clear evidence that all of the trust priorities are being delivered by the school. It is impossible to tell who takes the credit as the delivery and QA is united and done by both.	Autumn	Spring	Summer

Goal	Key Actions	Cost	Lead	When	Monitoring Strategy			Impact Next steps
					Who	How	Disseminate	
RLT on track to achieve the target of sustainable and progressive strategic growth in line with Governments funding strategy 10-15 schools / or over 2000 pupils by 2020.	Update the Vision, Aims and Strategic Intent document for Trustees (share with all stakeholders at Term 2 Vision evening) Review: Strategic Growth Plan Review: Criteria for Growth Review: Phased Growth Model by Oct 18 Proposed growth plan: Great Casterton and Empingham Oct 2018 Uppingham Oct 2018 Glaphorn Dec 2018	5% Central services charge	CEO	Termly Reviews	CoT	Trust Board Meetings	Trustee meetings	Documentation ratified and published. DFE RSC and Trustee scrutiny. Central services offer revised following consultation with Trustees, Head teachers and COGs, LGBs.
	Review and publish the 2018 Central Services Offer as part of the Vision, Aims and Strategic Intent document		CEO	September 2018	CEO	SID Scrutiny QA Reports Trust Support Plans Termly Evaluation against KPIs	Website CoG Meetings Heads meetings	Great Casterton and Empingham Uppingham estimated academy conversion 1 st Feb due to land issues. Next steps: Vision evening planned for Term 4 with the new COT.

<p>The RLT has the capacity and capability to raise outcomes; provide high quality school improvement and ensure financial sustainability for all schools in the Trust.</p> <p>Please refer to Appendix 2 of the Vision, Aims and Strategic Intent document.</p>	<p>Review of MAT leadership - organisational structure and capacity: Central Team</p> <p>Quality Assurance and School Improvement Roles</p> <p>CEO, Deputy CEO, LLE, Pupil Premium Champion, Leading Head teachers, Pedagogy Champions, Lead Practitioners, External support, RLT teaching appointments)</p> <p>Business and Finance</p> <p>CEO, CFO, Executive/Business Support, Data Manager, Office Management, Facilities Management.</p>		CEO	Term 1 2018	CEO	<p>Growth Report and Action Plan presentation to the Trustees by CEO CFO</p> <p>Term 1 2018</p>	Trustees Report Hub Meetings	<p>The Team uses existing expertise in individual academies/schools in the Rutland Learning Trust to develop optimum school to school support and central services.</p> <p>A 'Central Team' includes office and finance functions, as well as delivery support (curriculum, teaching & learning, CPD).</p> <p>Next steps: (Review Contracts, Job Descriptions for all roles as part of the appraisal/ performance management process)</p> <p>Identify areas of strength, areas to be developed, opportunities for new appointments.</p> <p>Complete appraisal on key staff members</p>
	<p>Evaluate the impact of the appointment of Executive Support and Lead Clerk to ensure there is enough capacity to fulfil the role: Administration, Business Management, HR, Facilities, Payroll, Policy development, Negotiating contracts – procurement.</p> <p>Increase Executive and Business Support from 2 – 3 days per week Monday meetings with CEO CFO Tuesday and Thursdays</p>	Salary	CEO CFO	Term 3 (Appraisal)	CEO CFO HTs	Appraisal	Appraisal records and Repot to Scrutiny Committee	<p>Initial impact of role: 3 days per week: Monday, Tuesday and Thursday.</p> <p>Key responsibilities</p> <p>Executive support for the Chief Executive and Chief Finance Officer</p> <p>Under the direction of the CFO:</p> <ul style="list-style-type: none"> - PS Financials Coordinator - Coordination of school

								<p>month end returns - Consolidation and submission of VAT returns</p> <p>Group procurement</p> <p>Point of contact for Local Government</p> <p>Pension Scheme</p> <p>Trust Website</p> <p>Bids and fund raising</p> <p>Policy development – centralisation of policies and procedures</p> <p>Coordination of statutory compliance</p> <p>RLT Payroll, HR, Recruitment, SCR</p> <p>Support with Due Diligence procedures</p> <p>Address Audit recommendations</p> <p>GDPR</p> <p>Safeguarding POC</p> <p>Next steps: Is 3 days realistic to achieve all of these key tasks?</p>
	Create an RLT. Trust directory of services: Central Functions, School Improvement and Quality Assurance			Term 1 2018				Published on intranet - clarity of roles and responsibilities shared with HT COG and Trustees.
	<p>CEO and CFO to consider further opportunities to review office functionality</p> <p>Pros, Cons, Recommendations paper to Trustees “Standardisation with centralisation” Report to Trustees</p> <p>Executive office managers across each hub.</p>		CEO CFO	Term 5 2018	CEO CFO	“Standardisation with centralisation” Report to Trustees	Trustees meeting COG and Heads meetings	

	Applications for additional funding streams: <ul style="list-style-type: none"> MAT Capacity Grant MAT Development and improvement Fund SSIF Capital Projects at each school – audit of needs 		CEO CFO	Term 1 and ongoing	CoT	Application	Trustees COG Meetings	MOD Bid £45K RCC SI Grant for Uppingham £22K Unsuccessful SIF Bid Next steps: DfE SI Grant £16K NLE Grant £6K OFSTED Work £4K
	Ensure full compliance with FMGS (Financial Management and Governance Self-Evaluation) and Academies Financial Handbook. Update the RLT Financial Controls and Procedures Manual – in response to projected growth models and PS Financials information		CFO Executive Support	Spring Term	CFO	RLT Financial Procedures Handbook Audits and routine visits	Audit Report Trustees Reports Accountant Reports	
	Embed PS Financials across the Trust Office Training by CFO CFO to train Executive/ Business Support DKK		CFO Executive Support	Term 1 and ongoing	CFO	Audits and routine visits Monthly Reports	Reports to Head teachers and LGB	Year end completed and sent to accountants. Consolidated accounts completed for auditors. DKK/ EK trained and confident at using PSF - can now coach and mentor other office staff. Office training x 2 by CFO. Monthly reporting arrangements introduced to office staff. Time now needed to embed. Budget input training to enable schools to have greater ownership of budget monitoring, reporting and expenditure.

	Ensure key roles throughout the Trust have clear succession plans in place e.g. CEO, CFO, Head teachers, Chair/Vice Chairs of Trustees and LGBs. (Please refer to Appendix 7)		CEO HTs COG	Term 3	CEO	Succession Plan Discussion	COG Meetings	Succession Plan to be presented to COG and Trustees Dec 2018 Next steps: Succession Planning and Talent Management Framework to include strengthening induction processes.
	CEO and Deputy CEO/Head teacher - system leadership training	£1500	CEO ML	Term 1	CEO		Updated RLT Transformation Plan	OFSTED Inspector Training Next steps: Learn from, and contribute to, performance of other MATS in the region. E.g. Melton Mowbray Trust, DSAT, Learn@ RSC/TSA regional cluster networks.
	Leadership training for all Head teachers, Trustees, Senior Teachers and Teachers with high leadership potential (talent spotting).	£1500	Gill Weston	Terms, 1, 2, 3, 4	CEO	Gaps Tasks CEO Report to LGBs	HT Meetings CoG Meetings	Increased understanding of the heightened expectations in the new OFSTED Inspection Framework - Curriculum intent, implementation, impact. Some curriculum remodelling has been undertaken in some schools - greater emphasis on progression, challenge and vocabulary. Next steps: Investigate NPQEL via Diocese

	Leadership Training for Headteachers: MISSION COMMAND MOD Training for Executive and Senior Leaders	TBC	Emma Keith	TBC	CEO	Evaluation Reports/ Surveys	Trustee HT Meetings CoG Meetings	<p><i>"Don't tell people how to do things, tell them what to do and let them surprise you with their ingenuity"</i></p> <p>Empowerment and transformative learning</p> <p>Next steps: Managing difficult conversations - conflict resolution</p>
	Deputy CEO appointment	£3000	CEO	Term 2	CEO	QA Reports	LGB	<p>Deputy appointed -providing further quality assurance and challenge to leadership teams. Coaching and mentoring new Head teachers</p> <p>Next steps: Leading schools reviews</p>
	<p>Governor training sessions 2018/9</p> <ol style="list-style-type: none"> 1. Effective Governance, Part 1 of 2 2. An introduction to SEND Governance 3. Safeguarding Update for Governors 4. Effective Governance, Part 2 of 2 5. Monitoring and evaluating with rigor, Part 1 of 2 6. Understanding Data 7. Pupil Premium for Governors 8. Monitoring and evaluating with rigor, Part 2 of 2 	£1500	RTSA	Term 1,2,3,4,5,6	LGB	Gov Evaluations	LGM Meetings	<p>Governor Training</p> <p>100% strongly agree or agree that training is high quality and meets needs.</p> <p>An overwhelming majority agreed strongly at each course.</p>

	9. Developing the role of the SEND Governor 10. Effective use of Sports Premium for Governors 11. Roles and Responsibilities of Governors 12. Handling concerns and complaints 13. Roles and Responsibilities of Church Governors and an introduction to the new SIAMS Framework.							
	Introduce an automated payment system (BACS) at each Academy		CFO Exec Support	Sprig Term 2019	CFO	Routine visits	Reports to HTs and LGBs	
	Trust and school intranets in place by Sept 2018		CEO	Term 1	COG	Gov feedback		All intranets in place and share with Headteachers. Next steps: Training for Gobs and staff. Ensure that the intranets are routinely used by Gobs and staff. Ensure the IT strategy is shared with all HTs COG and Trustees.
	Modify governance in joining schools to ensure structures are appropriate for our proposed growth plan - ensuring lines of accountability at all levels. LGB observation and feedback to CoG: based on OFSTED questions Governor training and self-evaluation based on Competency framework for governance . 20 questions every LGB and Trust Board should ask itself.	Review costs	CEO	Term 4 Or earlier following requests from LGBs.	CEO	LGB Observations External Reviews Governor Profile's Self-Evaluations	CoG Discussions Reports to LGB	

	Clerk Appraisal linked to the DfE Clerking competency framework 2018.							Clerk appraisal targets achieved. JD reviewed.
	Improve procedures to identify, monitor and mitigate risk.	£1K per school	CEO CFO Exec Support	As per growth plan	CEO	Due Diligence Reports	Trustees	Good involvement of lead PO and Exec Support. Next steps: Strengthen due diligence procedures for new schools joining our MAT – Buildings / Condition Surveys and R&M schedule, Legal Support, HR.
	Enhance Lead Practitioner role to 5 days: to include QA, SI, Coaching, Lesson Study.	Central services	CEO CFO	Sept 2017	CEO	QA and SI reports	LGB Trustees – Scrutiny	Successful appointment - excellent feedback from Head teachers. NOV are detailed and clear.
Develop a cross MAT data capture strategy. Establish robust reporting mechanisms to monitor pupil performance and identify specific development gaps	Data Manager to be included in the Exec Support JD	£1500 annual £5000	CEO CFO HTs		CEO	Data dashboards – against all KPIs: Standards, attendance, staffing, vulnerable groups Leadership Reports to LGB. CEO Reports to Scrutiny and Full Trust Board	Trustee and LGB dashboards	Target Tracker All teachers trained All Office staff training in data capture All Heads trained Next steps Further training on Multi-school Target Tracker for Trust Wide data capture: Data, Attendance, Contextual information Data entry at end of each term. Update every Friday at school level. Additional training for heads following data capture and discussions with staff.

	<p>Create a MAT Induction Programme for new schools joining the Trust to aid STANDARDISATION.</p> <ul style="list-style-type: none"> • Due Diligence Report – based on OFSTED Section 5 format • Trust Action Plan (based on recommendations outlined in the DD Report – Education, Finance, HR, Facilities, IT, Governance, H&S Audits) • Consultation Events • Meetings with staff and Governors • School Intranet • Policies 		CEO CFO Executive Support	Spring Term	CoG at new schools	LGB feedback QA activities and reports	Trustee Reports	
Refine QA Review Days to ensure that schools take greater ownership of the process and use it as a professional development opportunity for middle leaders.	<p>Review Day:</p> <p>Head teacher lead: establish lines of enquiry, monitoring strategies, key personnel (link to Peer Review documents)</p> <p>Middle leadership – shadowing</p> <p>CEO/Deputy – Challenge</p>		Schools	As per schedule	CEO	QA – Evaluation report	LGB presentation SID updated	<p>SI QA Process timetabled across the year</p> <p>Middle leader involvement</p> <p>RLT key priorities integrated in the KLEs.</p> <p>Co-written reports to include clear action points to share with LGB.</p>
Pooling of Supply Teacher insurance to ensure better value for money	CFO/CEO to write a briefing paper on the possibility of pooling supply teacher insurance. SWOT Report		CEO CFO	Term 3	CEO	Report to Heads, COGs and Trustees	Trust / LGB Meetings	
Capital Pool contingency	CFO to explore opportunities to create a Capital Pool Contingency Fund Paper to Trustees SWOT		CEO CFO	Term 3	CEO	Report to Heads, COGs and Trustees	Trust / LGB Meetings	
MIS for schools - Procurement	Procurement activity: MIS. Moving from Capita SIMMs to another company e.g. RM Integrus, ScholarPack. Presentations to Heads and Office staff Cost analysis; VFM; service level agreements; ease of use; Cloud based solution		Business	Term 2/3	DKK EK RG GK	Report to Governors	COG meetings	<p>Next steps:</p> <p>Presentation to COGs</p> <p>Trust agreement from schools</p> <p>Identify training needs</p>

Aims	Working Together (Real, genuine and planned collaboration)
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Objective	Strategic Growth - flexible staffing structures across the Trust build capacity and deliver high quality school improvement
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Key Performance Indicators	OFSTED Leadership and Management grade will be at least good in all schools within 2 years of joining the Trust/ at first OFSTED Section 5 Inspection – whichever is the sooner. All schools within the trust inculcate a progressive growth mind set approach to school improvement and provision.	Autumn	Spring	Summer
	The school improvement strategy is sustaining improved performance; standards are rising and improvement is rapid. The self-evaluation of the academies is maturing so that they have greater ownership of their own requirements and make more bespoke support demands of the Trust.	Autumn	Spring	Summer
	The trust has improved the majority of its schools to the point at which those that were once weak now have capacity and strength to support new schools joining the MAT or schools beyond the trust. They can independently peer review with confidence other schools in the trust (T&L, SEND/PPG, EYFS, Due Diligence)	Autumn	Spring	Summer

Goal	Key Actions	Cost	Lead	When	Monitoring Strategy			Impact Next steps
					Who	How	Disseminate	
Strengthen the School Improvement Team across the Trust to further deliver high quality school improvement.	Embed regional learning hubs for weekly head teacher meetings	£300 per day	CEO	Term 1	CEO	Minutes	Report to Trustees	Increased, in depth and scope, the range of leadership and teaching expertise across the Trust. Next steps: Ensure outstanding teachers are trained to coach and support teachers to become consistently good practitioners. Identify possible Lead Practitioners or Pedagogy champions. Evaluate the impact of Gallup Strengths based coaching
	Create a portfolio/ directory of school improvement specialisms to provide S2S support		CEO	Term 2	Scrutiny	Directory published on intranets	Scrutiny meetings	
	Ensure quality assurance systems are in place across all schools to monitor and evaluate performance – CEO to undertake Head Teacher Performance Management		CEO	Term 2 and ongoing	CEO CoG	QA Reports Appraisal/PM records		
	Review staffing structure across the trust: identify specialist teachers for IT, maths, Science and potential joint appointments to create a school improvement team and strengthen capacity LEAD PRACTITIONERS/ pedagogy CHAMPIONS (application process to include: Letter (expression of interest, interview, lesson observation, per reference)		CEO and Heads	Termly discussions during QA activities				

	<p>Appoint Deputy CEO (Executive Head teacher) to provide support and challenge for schools</p> <p>Aspirant NLE, LLE training toolkit to support succession planning and system leadership.</p> <p>Identify potential aspirant LLEs, SLEs and teachers with high leadership potential.</p> <p>SENDCO across the Trust. Each school to have an SEN specialism e.g dyslexia, Downs, Asperger's, Working memory, Early Language intervention etc.</p>	<p>Salary</p> <p>Training funds – central</p>	<p>Trustees</p> <p>RTSA</p> <p>GF</p>	<p>2018/19 Term 2</p> <p>Term 4</p> <p>Term 3 and Term 6</p>	<p>CEO</p>	<p>Appraisal</p> <p>Hubs - Evaluations</p>	<p>Chairs of Govs Meetings</p> <p>Scrutiny Meeting CoG meetings</p>	<p>Review impact of Educational Psychologists Futures in Mind - RLT and school days</p>
Strengthen our school improvement S2S support and quality assurance	<p>Embed the 2018 SI and QA offer to schools.- in consultation with SLT at each setting</p> <p>Intranet established at each school.</p> <p>External speakers and consultants support for leadership training, Mission Control, CPD, Head Teacher Performance Management, Ed Psych and QA activities.</p> <p>Create an RLT Assessment Team CEO, Headteachers, Lead Practitioner: Twilight sessions</p>	<p>£5000</p> <p>£2000</p> <p>Termly Meeting</p>	<p>CEO</p> <p>CEO</p> <p>CEO</p> <p>CEO</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 1 onwards</p> <p>Term 1 onwards</p>	<p>CEO</p> <p>LGBs</p> <p>CEO</p> <p>CEO</p>	<p>QA Reports</p> <p>Termly SID Review</p> <p>HT discussions/ QA Reports</p> <p>Briefing Newsletter to Heads</p>	<p>Scrutiny Meeting</p> <p>LGB meetings</p> <p>Hubs</p>	<p>SI and QA offer modified to reflect the changing needs across the schools.</p>

<p>Secure succession planning</p> <p>Provide continuous professional development training for the trust's leadership team</p> <p>Secure succession planning, staff recruitment and the retention of our very best staff - providing enhanced leadership opportunities, models and challenges.</p> <p>Revitalize staff pedagogy – targeted CPD for all staff; a relentless focus on improving teaching and learning.</p> <p>Inculcate a vision of sharing of outstanding teaching and learning, resources, expertise, specialisms and facilities</p>	<p>Create CPD Succession Planning/ Talent Management documentation</p> <p>Leadership training:</p> <ul style="list-style-type: none"> Cultural shift Leadership behaviours Truly great teaching World class curriculum Evidence based professional development models Leading a MAT – CEO , Deputy CEO MISSION CONTROL. MOD Training OFSTED training 	<p>£1500</p> <p>£800</p>	<p>Heads</p> <p>CEO</p> <p>RG ML</p> <p>CoG Heads</p>	<p>Ongoing</p> <p>Ongoing from Term 1</p> <p>Term 2</p>	<p>CEO</p> <p>CEO</p> <p>CEO</p>	<p>Framework scrutiny</p> <p>Gap tasks</p> <p>LGB Framework scrutiny</p>	<p>LGBs</p> <p>CoG meetings</p> <p>LGBs</p>	<p>Next steps: Succession Planning and Talent Management Framework to include strengthening induction processes.</p> <p>Each LGB to ensure that there is a clear succession plan for the key posts within their schools e.g. Chairs, Vice Chairs, Head teachers. Governor and Trustee induction training will be incorporated into the Trust Plan. This will be based around Competency framework for governance.</p> <p>Staffing structure reviews – shared appointments, across all schools.</p>
	<p>Middle leader training: 1 session per term</p> <ul style="list-style-type: none"> Action Planning Lesson observation and feedback Work scrutiny Data capture and scrutiny M&E British values, SMSC and Safeguarding 		RG	Term 1 onwards	Deputy CEO	Course evaluations and feedback from Headteachers	Scrutiny committee	<p>Incorporated into QA SI Review days.</p> <p>Schools requested that the training was contextualized “on the job - in their schools” to maximize impact</p>

A well-qualified central team ensures that the trust operates well as a single business.	Restructure/review MAT leadership capacity: Contracts, Job Descriptions. CEO, Head teachers, Business Support, Office management – CREATE RLT SCHEMATIC: Role and Responsibilities, SLAs and identify potential conflict of interests		CEO CFO Exec Support	Term 2	CEO	Appraisal PM	Hub Meetings	External audit has identified no significant areas of improvement.
	Ensure full compliance with FMGS (Financial Management and Governance Self-Evaluation) and Academies Financial Handbook.		CFO Exec Support	Term 1	CFO	Audits and routine visits	CEO meetings Audit	There are strong internal systems of audit that have improved over time and are now becoming more effective.
	Responsible Officer Reports		CEO CFO Exec Support	Terms 2 and 4	CEO CFO	Report	Audit	Next Steps: Embed PS Financials and Monthly Tasks for each school office
	Audited Accounts CEO Report to Trustees		CEO CFO Exec Support	Autumn Term	CEO CFO	Accounts Trustee Report	Trustee – Audit Report Published on Website	
The Trust risk register is used to drive all improvement priorities and is the framework for agenda setting across the Trust.	RLT Risk Register in place		CEO	Term 6	CEO	Policy review	Audit	Each Academy has its own Register which indicates the risks that are linked to their academy as well as the ways in which Trust risks are mitigated.
	All schools have their own Risk Register linked to the RLT		Heads	Term 6	Heads	Policy review	LGB	
	HLTA Post established across the Trust to further enable SI QA activities to be undertaken (from Directory of services – Leading teachers/ Pedagogy Champions)	Link to insurance pooling	CFO	Term 5	CEO	Report	Trust Board LGB Heads	

Aims	Working Together (Real, genuine and planned collaboration)
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Objective	Strengthen Governance and Leadership
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Key Performance Indicators	OFSTED Leadership and Management (GOVERNANCE) grade will be at least good in all schools within 2 years of joining the Trust/ at first OFSTED Section 5 Inspection – whichever is the sooner. RLT quality assurance activities show that Leadership is a strength in each of our schools.	Autumn	Spring	Summer
	100% skills coverage at all times: leadership - strategy, education - pedagogy, legal, HR, business, finance, communication - marketing, ethos – as evidenced through an annual skills audit and Governor profile discussions.	Autumn	Spring	Summer
	Robust financial parameters are maintained: All school maintaining: <75% total income on staffing, <23% of total income non-staffing costs, 2% surplus.	Autumn	Spring	Summer
	Self-evaluation, quality assurance and external reviews of governance show all Governors understand their roles and responsibilities as Trustees and Local Governors (as an Academy and Church school).	Autumn	Spring	Summer

Goal	Key Actions	Cost	Lead	When	Monitoring Strategy			Impact Next steps
					Who	How	Disseminate	
All Trustees, LGB and Governors are fully aware of the RLTs Values, Vision, Aims and Strategic Intent – and how they contribute to the success of all schools in our Multi-Academy Trust.	<p>The revised RLT Vision and Growth Strategy; and RLT Self Evaluation will be presented to all Trustees and Governors at the 'RLT Vision Evening' in Term 2 2018</p> <p>This will include training on 'Roles and Responsibilities of Trustees and Academy Governors' and will incorporate the new Competency framework for governance.</p> <p>The Rutland Learning Trust will:</p> <ul style="list-style-type: none"> -Ensure the core set of values is understood and upheld across the Trust; -Ensure no academy becomes an outlier to the overall vision; 		CEO	November 2018 Term 2	Trustees	Quality Assurance Activities	Scrutiny Committee	<p>The Rutland Learning Trust has a clear and vision for the future -</p> <p>Next steps Share this with Governors in Term 4.</p> <p>This will result in each school being clear about, and is able to articulate, the moral purpose of the Rutland Learning Trust, its mission and its values. All stakeholders will share an understanding of what it means to be part of the RLT.</p>

	<ul style="list-style-type: none"> -Identify what success will look like for the Trust in one, two and three years' time. -Support each Academy to be able to demonstrate 'Working Together, Sustaining Excellence and Transforming Learning' and uphold the Trust's core set of values; -Support each Academy to create an annual School Improvement Document, Whole School Self Evaluation Framework and Accountability Structures. 						
There is a clear delegated framework for Governance at Trust Board and Local Academy level that makes explicit the accountabilities of both boards	Termly Chairs of Governors Meetings		CEO	<p>Every term (6 weeks)</p> <p>Term 1 2018</p>			<p>COG Meetings: Disseminate good practice Leading Governors to - Establish a clear two-way communication pathway between the Trustees and LGB. Review Scheme of Delegation, Terms of Reference and Decision Planner. With LGB, evaluate impact of Central Services Offer, value for money and group procurement – revised documents / policies published.</p> <p>Next steps: Offer peer support and challenge to colleagues in new Academies CREATE DIRECTORY of Governors Embed School Intranets and SID (School Improvement Document) created and shared with all Trustees, COGs and LGB.</p>

Local Governing Body – self and external evaluation The Governor Competency Framework, skills audits and Intranet ensures all Governors know and understand their roles and responsibilities; and have a deeper awareness of the vision, aims, strategy, key priorities and key actions to be undertaken. Governor profiles and skills audit are used to identify strengths of the LGB and to assist with allocation of roles/responsibilities and recruitment.	2018/9 CEO review of Governance for each LGB: Governor Competency Framework – self-evaluation. SWOT appraisal of Governor Performance - How well are we performing as a team? Governor skills audit. Governor Action Plans In place for each Academy (either as part of the L&M Action Plan or LGB)		CEO	Term 4	LGBs	Report	LGB Meeting	
	Create an RLT Peer and Self Evaluation Review Framework and share with COG – Governance Framework Trail Q12 with LGB		CEO	Term 6				
			Karen Muir	Term 1 or 2	COG CEO	Report to COG meetings		
Governors know their schools exceptionally well. Governor skills audit, induction and Governor Profiles inform responsibilities and recruitment.	School Intranet and School Improvement Document Template created for all LGBs . Governor monitoring schedules highlight questions to ask and activities to be undertaken.	0	CEO	Autumn Term 1	COG	Meetings SID Govs reports	Minutes	RCC, Diocese and RLT training. 100% satisfaction with the training. Next steps: Strengthen training and induction processes: What does it mean to be an RLT Trustee or Governor? So that... Governors and Trustees fully understand questions they should be asking, actions to be undertaken and how to disseminate this information. Quality assurance and school improvement activities are fully embedded in the SID to allow for precise monitoring of impact.

Trustees know areas of strength and areas to be developed for all schools in our MAT. MAT Infrastructure (processes, procedures, quality assurance and school improvement activities) are rigorous, robust and fit for purpose; statutory compliant.	Strengthen TRUST self-evaluation processes by using: 10 Characteristics of Successful MATs and Twenty-one Questions for Multi-academy Trusts: Key questions a MAT board should ask itself. Termly CEO report against KPIs	0	CEO	Term 4	Scrutiny Committee	Doc scrutiny/ review	Trustees	
Trustees ensure statutory compliance with the 2018 Academies Handbook.	Update the Trust financial aims and strategy – Financial Procedures Manual based on the 2018 Academies Handbook in place by end of Spring Term.	0	CFO Exec Support	Spring Term	Audit	Policy review	Trustees	
Trustees and Governors fully understand their roles and responsibilities through targeted training.	RLT Governor and Trustee Training Programme. All our governors and clerk continue to access the Chair and Training and Development meetings held each term, the SEND briefing held twice each year and can access the clerk's briefing and workshops held each term	£2000	CEO	Term 4	CEO	Evaluations LGB Minutes	Report to Trustees	
Pupil Premium and Inclusion Champion (Trustee) to help review SEND Provision and Pupil Premium in each school.	Appoint Pupil Premium and Inclusion Champion (Trustee) to review SEND Provision and Pupil Premium in each school.		Trustee	Term 3	CEO	SEND/PPG Reviews	Reports to Champion, LGB and Trustees	Accredited LLE Pupil Premium Champion has reviewed all schools reports prior to publication. Next steps: Pupil Premium Champion involvement in all Reviews. And as part of a new HT induction programme. Data capture in include FSM pupils in reports to Trustees.

Aims	Working Together (Real, genuine and planned collaboration)
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Objective	Strengthen partnerships with families so that they feel fully involved in their child's education.
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Key Performance Indicators	Parental surveys and other monitoring activities indicate high levels of satisfaction and engagement with the schools: A significant majority of parents (85%) agree or agree strongly to all statements.	Autumn	Spring	Summer
	OFSTED Ethos, Behaviour and Welfare grade will be outstanding in all schools within 2 years of joining the Trust/ at first OFSTED Section 5 Inspection – whichever is the sooner.	Autumn	Spring	Summer
	All parents have access to a suite of family learning and information events across the year.	Autumn	Spring	Summer
	All schools have at least one fully trained Emotional First Aider to ensure strategies are in place to promote mental health and well-being; high attendance (98%); and strengthen the school's ability to provide early intervention for pupils and families with emerging needs.	Autumn	Spring	Summer
	The school website is fully compliant and includes key information to support families: Pupil Premium and Sports Strategy; SEND Reports; Curriculum Offer – approaches to phonics, reading, maths and project/topic themes; Policies; Standards; Vision and Values.	Autumn	Spring	Summer

Goal	Key Actions	Cost	Lead	When	Monitoring Strategy			Impact Next steps
					Who	How	Disseminate	
All parents have access to a suite of family learning events across the Trust.	Appoint Lead Practitioner/Learning mentor to: - Create/Coordinate a suite of family learning opportunities (sign posted and promoted across the Trust): English (Grammar), Maths, IT, E Safety, SATs. -Ensure parents are given guidance about how to support their child to improve; Trust or school websites/ webinars for parents... how to teach.... -Provide clear and timely information on how well their child is progressing in relation to the standards expected: Create reports and publications.	Part of central services	Lead Practitioner SLEs School Learning Teams	From term 4 2019	CEO Heads	Publications Data base of family learning events across the Trust	RLT and School Websites	
	Review approaches to reporting to parents so that our families have clear and timely information on how well their children are		Heads	Term 5	Heads	Survey	Publication of survey and action plans to	

	progressing in relation to the standards expected – link to TARGET TRACKER						LGB, Families, Trustees	
	'Chance to Share' (or similar) days will be planned regularly (at least three times) throughout the year to complement our usual Parent Consultation Evenings.		Heads	Term 1, 3, 5	Heads	Parental feedback book Parent View Survey	Publication of survey and action plans to LGB, Families, Trustees	In place at all schools - feedback overwhelmingly positive at each setting.
	All families will have daily broadcasts using social media.		Heads	Weekly				Range of strategies used Class DoJo, Twitter, Facebook, Emails, Texts, Websites to showcase learning in school and provide a purposeful home-school communication pathway.
All schools have at least one fully trained Emotional First Aider to: -Ensure we are Safe and Healthy schools: strategies are in place to promote mental health and well being -Strengthen our ability to provide early intervention for pupils and families with emerging needs.	A whole school framework/ strategy for emotional well-being and mental health. (Partnership for Well-being and mental Health in Schools) RLT PROJECT		AG	Term 4	AG	EHWB Report to Head teacher	LGB Hub	
	Secure Educational Psychologist Service SLA 1 RLT day per term in addition to school funded days. RLT/ School days – drop in clinics for families	Central Service	CEO	Term 1 onwards	Heads	Joint evaluation Report by RLT SENDCo s	Report to CEO	Very positive feedback from families and schools.
	All pupils have access to a trained Time to Talk – Learning Mentor.	£200 per school	SENDCo	Term 3				Complete
	Dare club – Case Study shared with all Learning Hubs		CEO	Term 4				Trailed in Whissendine following successful implementation in Langham. Prince of Wales Award started in Cottesmore - awaiting evaluation reports
	Fully trained Mental Health First Aider in each setting	Central Service for 2017	Head	Autumn Term 2017	SENDCO	Pupil Interviews Surveys Attendance Rates Behaviour Reports	Leadership team LGB	All schools to have attended Emotional Health and Well-being training. Next steps: Evaluation Report
	All schools to have access to ELSA training – Emotional Literacy Support Assistant	£550 per school	Head	As per programme				All schools trained Next steps: Evaluation Report

Involve families in school life, in particular with projects and activities that affect their children's progress.	Case studies/ Examples of best practice shared at hub meetings	Central Services	Lead Practitioner	From Term 4	CEO	Parent Surveys and Course evaluations	LGB Hubs	
	Parents Council /Parents as Partners or similar established at each school		Heads	Ongoing	Govs	Minutes of meeting	Website publication	
	Determine a shared Local Offer - Inclusion		SENDco	Term 2	Govs	Policy scrutiny	Website publication	Published
	Determine a shared Pupil Premium strategy		SENDco	Term 2	Govs	Policy scrutiny	Website publication	Pupil Premium Champion appointed. Feedback to LGBs and Head teachers prior to publication.
	Determine a shared RLT Sports Strategy/ Offer for pupils and families		Head PE Lead	Term 2	Govs	Policy scrutiny	Website publication	Active Rutland Manager Rutland School Sport Partnership Coordinator - Feedback on Sports Premium Reports to LGBs and Head teachers prior to publication.
	Parental representation on each LGB		CoG	Ongoing	LGB	Composition of Governors Articles		
	Review impact of Language and literacy consultant/ Mindfulness/Yoga/ Emotional First Aid training.		SENDCo	From Term 4	Govs	Evaluation report by SENDCo	Website publication	
	All schools to review the impact of their Behaviour management policy.		Heads	Term 1	Govs	Policy scrutiny	Website publication	School policy - published on website
	Publish the new Parent Code of Conduct as part of admission processes.		Heads	Term 1	Govs	Policy scrutiny	LGB Meeting	Complete
	New curriculum published for all stakeholders December 2018 or earlier.		Heads	Term 2 and Term 6	Govs	Policy scrutiny	LGB Meeting	Published and on line Next steps: This will need to be updated and reflect the changes to the new OFSTED Evaluation Schedule.
	Create a space where parents and families can access advice, guidance and training relating to the education of pupils in our schools/ academies;		CEO	Term 4				Next steps: Cottesmore Family Room Community events at Whissendine.

<p>The school website is fully compliant and includes key information to support families: Pupil Premium and Sports Strategy; SEND Reports; Curriculum Offer – approaches to phonics, reading, maths and project/topic themes; Policies; Standards; Vision and Values</p>	<p>OFSTED / DfE compliance checklist used to ensure compliance in each school.</p>		<p>School</p>	<p>Term 1, 3, 6</p>	<p>Govs</p>	<p>LGB Meetings</p>	<p>Reports to LGBs</p>	<p>LGB completed this check as part of the SEF and Leadership Report in the summer term.</p>
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Aims	Working Together <i>(Real, genuine and planned collaboration)</i>
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Objective	Empower leaders to fully articulate their distinctive Christian vision for their schools.
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Key Performance Indicators	How effectively does the school's distinctive Christian vision, established and promoted by leadership at all levels, enable its pupils and adults to flourish?	Summer
	National Society Statutory Section 48 Inspection - all schools will be judged at least good in each area of the new SIAMS Evaluation Schedule/Framework 2018.	Summer

Goal	Key Actions	Cost	Lead	When	Monitoring Strategy			Impact Next steps
					Who	How	Disseminate	
1. Vision and Leadership The effectiveness of the leadership in promoting the impact of the school's Christian vision. This section looks at: How well the school has developed, implemented and monitored an inclusive Christian vision. How well the school lives out that Christian vision in relationships and partnerships with their key stakeholders.	Termly Hub meetings to respond to each question. Foundation Governors – review of responses: evidence base; criteria and next steps. School Action Plans to address emerging needs. Stakeholder Vision and Aims review at each school. SIAMS training and support by Diocese as part of SLA.		Heads CEO	Termly From Spring Term as part of QA Term 5 as part of RLT Review Days	Foundation Governors RLT CEO	Termly updates Action Plan reviews Section 48 SEF From Spring Term as part of QA then Term 5 as part of RLT Review Days	LGB Meetings Leadership Reports to Governors (Trustee Champion) Report to Governors and Trustees	
2. Wisdom, Knowledge and Skills This section looks at: How well the school's leaders use the school's Christian vision and associated values to serve the academic needs of all pupils and to ensure curriculum opportunities for spiritual development.	Governor and Trustee Induction Programme: Heightened expectations in SIAMS. (as part of SLE)							
3. Character development: hope, aspiration, and courageous advocacy This section looks at: How well the school's Christian vision and associated values support the character and moral	2x SIAMS. Head teacher sessions with Liz Youngman looking at 2/3 questions in detail each time so that heads have clarity of expectations and evidence base.							

development of all pupils. How well this gives them aspiration for themselves and hope for the communities of which they are a part. How well the school's vision inspires the whole school community to engage in social action and to be courageous advocates for change in their local, national and global communities.								
4. Community and living well together This section looks at: How well the school's Christian vision and associated values promote social and cultural development through the practice of forgiveness and reconciliation enabling all to live well together and embrace difference.								
5. Dignity and respect This section looks at: How well the school's Christian vision and associated values create an environment where all pupils, whatever their background, can flourish because all are treated with dignity and respect.								
6. The impact of collective worship This section looks at: In what ways and to what extent is collective worship inclusive, invitational and inspiring? Is it central to the life of the school?								
7. The effectiveness of Religious Education In a Church of England school, Religious Education (RE) should be non-confessional and is considered an academic subject. Inspectors will consider the expectations of the Locally Agreed Syllabus in VC schools and former VC schools. This section looks at: How well the school ensures the provision of high quality religious education reflecting the Church of England Statement of Entitlement. How well does the religious education help develop religiously literate pupils?	All schools to embed the new Northampton shire Agreed Syllabus – following their ratification. Embed into curriculum Offer.		RE Coord Foundation Govs					Further clarification required re: Agreed Syllabus. NW to attend Heads meetings in Spring Term 2019 - brief on updates and expectations.

SUSTAINING EXCELLENCE

Raising standards of attainment and achievement.

* Raising standards of attainment and achievement

Standards of achievement and attainment are consistently high; well above national and local averages at EYFS, KS1 and KS2.

The percentage of pupils attaining the expected standard in Reading, Writing and Mathematics combined are well above floor targets and national averages - at each key stage.

From each different starting point, the proportions of pupils achieving expected progress measures in English and Mathematics are above national averages.

Refine our Pupil Premium Strategy

In all schools the progress across the curriculum of disadvantaged pupils, service pupils, disabled pupils and those with special educational needs is close to or is improving towards that of other pupils with the same starting points.

Bespoke and targeted support enables all disadvantaged children to make progress in line with their peer group.

Innovative and creative approaches to intervention facilitate good attendance (98%), emotional well-being, 100% access to extra curricular activities and inculcates high achievement.

A Pupil Premium Review is undertaken regularly by a Pupil Champion/ LLE.

Stretch and Challenge

Achievement at all schools for Higher Attaining Pupils (HAPs) are consistently high; above national and local averages at EYFS, KS1 and KS2.

The percentage of pupils working at greater depth in each subject area is above NA.

66% of pupils will attain above average scaled scores in each subject area.

Monitoring shows that teachers skilfully plan and teach for mastery and depth – stretching and challenging all pupils. Teachers provide pupils with the tools to work at greater depth inculcating conjecture, independence, collaboration, use of language, application of 6Rs.

Strengthen our SEND Inclusion Strategy

From their different starting points, the proportions of pupils with SEND making expected progress, in English and in Mathematics, are close to or above national figures for SEND children.

Progress for pupils with SEND, across year groups, in a wide range of subjects is consistently strong and evidence in their work indicates that they achieve well over time.

Rates, patterns of and reasons for fixed-period and permanent exclusions of pupils with SEND are low.

Pupils with SEND speak highly of the support they receive.

The RLT and School Local Offer is published on the Trust and Academy websites.

Middle Leaders lead by example and are able to:

Make accurate judgements of the school's performance (standards).

Independently and confidently monitor and evaluate the quality of provision; the quality of teaching and learning; impact of intervention.

Plan precisely for school improvement.

Hold colleagues to account for the outcomes for all pupils.

Demonstrate that they have improved pupil outcomes by mentoring and coaching staff.



Aims	Sustaining Excellence
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Objective	Raise standards of achievement
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Key Performance Indicators	Standards of achievement and attainment are consistently high; well above national and local averages at EYFS, KS1 and KS2.	Summer
	The percentage of pupils attaining the expected standard in Reading, Writing and Mathematics combined are well above floor targets and national averages - at each key stage.	Summer
	From each different starting point, the proportions of pupils achieving expected progress measures in English and Mathematics are in line or above national averages.	Summer
	Achievement at all schools for HAPs are consistently high; above national and local averages at EYFS, KS1 and KS2. The % of pupils attaining GD in each subject area is above NA.	Summer
	66% of pupils will attain above average scaled scores in each subject area at KS2	Summer

Goal	Key Actions	Cost	Lead	When	Monitoring Strategy			Impact Next steps
					Who	How	Disseminate	
Termly Data Capture and report to Trustees	Termly Reports using Target Tracker to capture data and inform priorities.		Assessment Team	From Term 2	CEO	Termly Reports	LGB Hub Trustees	Targets used to question and challenge leaders - raising expectations and aspirations.
The Trust outcomes for pupils in terms of attainment and the progress they are making from EYFS to KS1 and KS1 to KS2 are well above national averages in all of the academies in the trust. There is clear evidence that the outcomes for pupils who are educated within the RLT are exceeding previous performance and national expectations.	Monitor and evaluate the quality of teaching, learning and outcomes for pupils in our academies/schools to ensure all of our pupils attend good and outstanding schools and, where there is a decline, that intervention happens immediately.	Central Service Cost	CEO	Termly reports as part of the Monitoring and Evaluation Schedule; School improvement and Quality Assurance Offer.	CEO Heads CoG	QA reports Evaluation Reports SID SCRUTINY SEF Leadership reports	LBG meetings Hub Meeting	TRUST WIDE T&L PRIORITIES 2018/9 Trust Priorities are being fully addressed at school level in their Intranets Next steps Embed the School Improvement strategy and Quality Assurance activities as part of the revised Central Services Offer for 2018/9.
	Engage additional external scrutiny (CEO / DEPUTY	Central Service	CEO	Termly reports as part of the	CEO Heads	QA reports	LBG meetings Hub Meeting	Provides the Trustees, the executive team, the

		Cost		Monitoring and Evaluation Schedule; School improvement and Quality Assurance Offer.	CoG	Evaluation Reports SID SEF Leadership reports		LGB and the Heads with a reliable 'second opinion' on the performance of the academies/ schools;
	Strengthen our school improvement team so that it that provides the necessary support for our schools to deliver intervention/challenge and become the vehicle for sharing strategies and best practice; SLE and Lead Practitioner deployment based on Termly QA discussions.		CEO	Termly SI and QA activities	CEO	QA reports Evaluation Reports SID SEF Leadership reports	LGB meetings Hub Meeting	Notes of Visit (NOV) are detailed, clear and outline the impact of works undertaken.
	Identify, through action research, best practice strategies that schools within the MAT (as well as those nationally or locally) are implementing, so that any pupil who is at risk of underachieving, is given every opportunity of achieving their potential; MATHS R&D Projects across the Trust – to include: EYFS Pedagogy and Practice: Research and development projects: MATHS Maths Master Training Maths Hub – Research and Development Programme .		SL(Head of St Nichs) HG (Maths SLE) Ketton and St Nichs (Lead Pract)	Dec 2018 Nov 2017	SL HG HG CEO	As per project As per project As per project	Trustees Meeting LGB Hubs	Unsuccessful SIF Bid Whiss, PP, Cottesmore and Upp are all participating in the Maths Mastery programme. Hazel Glassford in the Maths Mastery Teacher in the RLT/ LA/. Evaluation reports are submitted via the Maths Hub. Initial impact: the quality of teaching and learning is improving as per most recent observations at "good". Teachers have a well-developed understanding of Mastery in Maths. Teachers routinely plan in units using CPA (Concrete, Pictorial and Abstract) and FPR

								(Fluency - variation, Reasoning and Problem Solving).
	Facilitate secondments and teacher exchanges that share skills, fill vacancies, or develop capabilities that add value to the learning of the pupils in another academy/school within the Rutland Learning Trust. Create RLT Teacher exchange/secondment/transfer/ placement policy		CEO	Term 4	CEO	Hub Meetings Policy		
	Organise and coordinate a suite of INSET / CPD opportunities based on emerging Trust and School priorities: Full engagement with the RTSA CPD Offer	£5000	Heads	Teacher Days Planned events throughout the year	Heads Teacher evaluations	As per monitoring schedule in each school	LGB Hub Meetings Leadership reports	Ongoing and reactive to need. SLE deployment and training is based on emerging needs.
	Review Days – lines of enquiries based on Data Capture and School Self Evaluation	Central Service	CEO	As per schedule	CEO	Evaluation reports to school	LGB meetings Leadership reports Scrutiny Committee	Completed
	Refine approaches to Teacher appraisal – Targets linked to Teacher and UPS Standards; and vulnerable groups.		CEO	As per policy	LGB Appraisal Gobs	Gov monitoring visit	LGB	Completed
	Secure Educational Psychologist Service SLA 1 RLT day per term in addition to school funded days	Central Service	CEO	Term 1 onwards	Heads	Joint evaluation Report by RLT SENDCo s	Report to CEO	Completed.
Strengthen quality assurance processes to ensure consistent, valid and reliable judgements about school's performance (all aspects to be graded at least good): - Leadership and Management - Quality of Teaching and Learning - Ethos, behaviour and welfare - Curriculum Offer and Use of Assessment - EYFS The Trust has a common understanding of what outstanding performance is.	Develop and implement a comprehensive data dashboard, progress tracking and target setting processes – for each school in the Trust. CEO, Deputy CEO, Target Tracker Embed the School Improvement strategy and Quality Assurance activities as part of the 2018 Central Services Offer.		CEO	From Term 4	LGB Heads	Data capture activities School Monitoring card SID Updates Mid year progress checks	Scrutiny Meetings LGB	
	Ensure all middle and senior leaders are trained in current Quality Assurance processes and OFSTED requirements. Participation in RLT Review Days, lesson observation coaching and training.		CEO Heads	From Term 3	Heads	Joint QA activities	LGB Leadership reports	

All of the chief operating systems are consistently applied by the academies who welcome this level of effective practice, development and challenge.	Regularly review risk registers at both academy and MAT level, ensuring actionable contingency/ countermeasure plans are drawn up, where needed.		CEO Executive Support	Term 2 onwards	Executive Support	Risk Register scrutiny	Feedback to Office managers and Heads LGB	Completed at schools level and part pf the schools monitoring schedule
	Develop peer reviews across the Trust; SEND/ PPG, EYFS, Review Days.		CEO	As per schedule	CEO	Evaluation reports	Head, Trustees and LGB meetings	<p>All school are part of the RCC RLT Peer Review Programme:</p> <p>This model develops a hubs leadership capacity through a continuous cycle of school self-review, peer review and school -to - school support and improvement.</p> <p>This continuous cycle enables the hub to work effectively on school improvement that has real impact - based on bespoke (school devised) lines of enquiry. Initial evaluations have been very positive. RCC will fully evaluate the impact of the process at the end of the academic year.</p>
	<p>Create opportunities for pupils/students from different academies/schools to learn together to reinforce cross-trust peer learning.</p> <p>Create annual plan of events – one event to be hosted by each school.</p>		All heads	As per schedule	Heads	Pupil and staff surveys	LGB Leadership reports	<p>Next steps: Further coordination of activities in hubs.</p>

Aims	Sustaining Excellence
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Objective	Develop 'Lateral Accountability and Capacity' using distributed leadership models and coaching for Senior and Middle leaders Learning Teams lead by example and are able to:
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Key Performance Indicators	Make accurate judgements of the school's performance (standards) Independently and confidently monitor and evaluate the quality of provision; the quality of teaching and learning; impact of intervention Plan precisely for school improvement Hold colleagues to account for the outcomes for all pupils Demonstrate that they have improved pupil outcomes by mentoring and coaching staff	Autumn	Spring	Summer
	Quality assurance and external monitoring show that the quality of leadership and management in this school is at least good using the OFSTED criteria and SIAMS Framework.	Autumn	Spring	Summer
	80% of teachers pursuing career progression/development training <5% of posts are advertised twice 90% retention of recently qualified teachers 90% retention of outstanding teachers Staff attendance >95% in all school	Autumn	Spring	Summer
	Q12, Staff surveys and appraisal demonstrates high levels of engagement and satisfaction at school At least 90% of staff record high levels of well-being	Autumn	Spring	Summer

Goal	Key Actions	Cost	Lead	When	Monitoring Strategy			Impact Next steps
					Who	How	Disseminate	
Recruitment, training and development of leaders, teachers, support staff and administrators will result in outstanding provision for all our pupils. The Trust has a talent management plan that has matured and now includes staff at all levels across the trust. Senior leaders have worked in more than one trust school and middle leaders and the best teachers are deployed across the trust to sustain and deepen impact. Our strategy seeks to recruit, retain and develop all staff at all levels, seeking to promote from within wherever possible	Create 'Learning Teams/Distributed Leadership Models' to review and evaluate the impact of our school improvement work; coach, share and disseminate great practice.		Heads	Term	Govs	Leadership reports to Govs Team – action plans and evaluation reports	Leadership Meetings LGB	Next steps: Ensure middle leaders can - Make accurate judgements of the school's performance (standards) - Independently and confidently monitor and evaluate the quality of provision; the quality of teaching and learning; impact of intervention - Plan precisely for school improvement - Hold colleagues to account for the outcomes for all pupils

<p>and deploy staff to where they are most needed.</p> <p>The Rutland Learning Trust will provide high-quality, appropriately accredited training and development opportunities, and career support.</p>								- Demonstrate that they have improved pupil outcomes by mentoring and coaching staff
	Create and implement a talent management and succession planning CPD framework. A framework that provides clear career pathways, from teachers/staff trainees through to executive, system leaders.		CEO HUBS	Term 4	CE	SID Discussion	CoG Meetings LGB Hubs	
	Talent Spotting: Targeted CPD for identified individuals: NPQH, Aspirant Head-teacher Programme, NPQML, Pathways to leadership NCTL, SENCO Accreditation, Developing leaders for tomorrow.		CEO	Term 4				
	Leadership Training for Leaders, Teachers with high leadership potential and Trustees.	Emma Keith	CEO	Term 1, 2, 3, 4	CEO	Take aways Course evaluations	Cog meetings Hubs	Resilience, Strategic intent - vision into implementation, Distributing leadership – delegation with accountability; Managing Difficult Situations/Conversations/People
	Improve standards in Maths, English, EYFS and IT by identifying, appointing and deploying Leading Teachers to support colleagues across the Trust (application process)		CEO	Ongoing from Term 6	CEO	Deployment records		
	SLE appointment (English, EYFS, Curriculum, IT, Use of Assessment) SLE focus on developing leadership capacity		RTSA	Term 2	RTSA	Deployment records		SLE - School Improvement Officer in place September 2018. Excellent feedback from teachers and heads.
	Gallup – Strengths based coaching for targeted staff and schools.	Central Service	KM	Ongoing from Term 1 SEE CALENDAR	KM	Reports to CEO	LGB	Next step: Consider: How can we accurately measure impact? Q12 engagement surveys.
	Gallup Q12 Satisfaction surveys – all staff by Easter	Central Service	KM	Ongoing from Term 1	KM	Reports to CEO	LGB	All schools involved. Evaluation reports shared with schools.

	Establish SLE/NLE brokerage and deployment framework; linked to Strategic Action Planning and LA priorities		KM RTSA	Term 3				RTSA - complete
	Create and implement RLT Leadership Induction Programme: as part of weekly/termly leadership hub meetings		CEO	Term 3	CEO	Induction report as part of Due Diligence	LGB report	
	Improve standards in Maths by appointing and deploying leading teachers and MASTERY Maths teacher.	Funded	HG	Sept 2018				Appointment made. Please refer to Maths Hub Evaluation Report
	Create a portfolio of school improvement specialisms/data base to include: NLE, SLE, Lead Practitioner, Director of CPD Primary deployment.		CEO	Term 4	CEO	Presentation of findings - database	COG Meetings Hubs	
	Develop effective systems to support and attract new staff, so that there is quality and consistency across the Trust and will conduct exit interviews for those who choose to leave;		CEO	Term 5	Heads	Exit interviews	Report to CEO	
	Ensure systems are in place across the Trust for the best practitioners to coach & lead others		Heads	Ongoing	Heads	Appraisal UPS standards		
	Optimize the use of the School Direct Programme for ITT; Recruit, train, and deploy School Direct trainees to ensure that a pool of good and outstanding teachers is available for the Trust to employ each year.		RTSA	Term 4/5	Heads	ITT Reports	CEO Report	
	Appointment of LEAD PRACTITIONERS/ pedagogy CHAMPIONS (application process to include: Letter (expression of interest, interview, lesson observation, per reference) Create database of Leading teachers/ pedagogy champions -, commitment to S2S work and participation in REFLECTIVE PRACTICE PROJECT – Lesson Study through the innovative use of IT: Video based video learning platform. Link to RLT TRUST T&L PRIORITIES	€1K per school for 5 days support	CEO	Term 5	CEO			

Aims	Sustaining Excellence
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Objective	Strengthen our Pupil Premium and Inclusion Strategy
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Key Performance Indicators	In all schools the progress across the curriculum of disadvantaged pupils, service pupils, disabled pupils and those with special educational needs is close to or is improving towards that of other pupils with the same starting points/contexts – using end of key stage data and Target Tracker information.	Summer		
	Bespoke and targeted support enables all disadvantaged children to make progress in line with their peer group. 6 Points progress on Target Tracker in each school.	Summer		
	Provision for SEND pupils, across year groups, is consistently strong and evidence from Trust QA Reviews indicates that they achieve well.	Autumn	Spring	Summer
	Rates, patterns of and reasons for fixed-period and permanent exclusions of disadvantaged pupils or pupils with SEND are low.	Autumn	Spring	Summer
	Innovative and creative approaches to intervention facilitate good attendance (98%), emotional well-being, 100% access to extra curricular activities. Disadvantaged pupils with those with SEND speak highly of the support they receive.	Autumn	Spring	Summer
	School Local Offer is published on the Trust and Academy websites.	Autumn	Spring	Summer
	A Pupil Premium Review is undertaken by a Pupil Champion/ LLE when attainment and or/ progress data indicates performance is well below NA.	Autumn	Spring	Summer

Goal	Key Actions	Cost	Lead	When	Monitoring Strategy			Impact Next steps
					Who	How	Disseminate	
Bespoke and targeted support enables all disadvantaged or SEND children to make progress in line with their peer group. Innovative and creative approaches to intervention facilitate good attendance (98%), emotional well-being, 100% access to extra-curricular activities and inculcates high achievement.	SEND to be a Key Line of Enquiry in each Review Day. All schools to address key priorities highlighted in previous SEND/PPG reviews.		CEO	Autumn Review Days and QA Sessions in Spring and Summer SEF.	HTs LGB	QA Reports	LGB Meetings	Please refer to school QA Reports
	Schools to have SEND/PPG pupil targets as part of their Appraisal process		Heads	Term 1 Appraisal	Head	Appraisal	Data reports to Govs	School appraisal
	School Local Offer published.		SEND Co	Autumn Term	Inclusion Gov	LA Offer review	LGB Publish on website	Complete
	Publish Pupil Premium Report		SEND Co	Autumn Term	PP Gov	LA Offer review	LGB Publish on website	Pupil Premium Champion appointed. Feedback to LGBs and Head teachers prior to publication.
	Termly support from Educational Psychologists.	Central Service 6 Days	GF	Term 1 onwards	SENDCo	Ed Psych reports/ Visits	Leadership Meetings LGB Hubs	Complete
	All schools to have a suite of intervention strategies linked explicitly to their provision maps.		Heads	Term 1 onwards	SENDCo Head	Monitoring Reports	Leadership Meetings LGB Hubs	Schools use EEF as a starting point to evaluate the impact of intervention strategies.

	All pupils have access to a trained Time to Talk – Learning Mentor.		SENDCo	Term 3				Complete
	Dare club – Case Study shared with all Learning Hubs		CEO	Term 4				Trialled at Whissendine following the successful introduction at Langham. PWA at Cottesmore.
	Fully trained Mental Health First Aider in each setting		Head		SENDCO	Pupil Interviews Surveys Attendance Rates Behaviour Reports	Leadership team LGB	All schools to have attended Emotional Health and Well-being training. All schools to have access to ELSA training – Emotional Literacy Support Assistant
	Emotional Health and Well Being – School Self - Evaluation Framework R&D Project		AG	Term 5	AG	EHWB Report to Head teacher	LGB Hub	
Termly Data Capture and report to Trustees	Termly Reports using Target Tracker to capture data and inform priorities.		Assessment Team	From Term 2	CEO	Termly Reports	LGB Hub	
Pupil Premium and Inclusion Champion (Trustee) appointed to help review SEND Provision and Pupil Premium in each school.	Pupil Premium and Inclusion Champion GF (Trustee) to review SEND Provision and Pupil Premium in each school.		Trustee	As part of the QA SI suite	CEO	SEND/PPG Reviews		Reports to Champion, HTs, LGB and Trustees

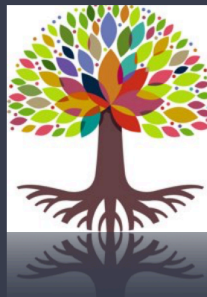
Notes:

TRANSFORMING LEARNING

Improving the quality of teaching, learning and use of assessment

* High quality teaching

The quality of teaching is at least good in each school.
There is no inadequate teaching. 100% good or better.



The curriculum is the means by which we ensure that all our children get their fair share of the rich cultural inheritance our world affords. A good curriculum empowers children with the knowledge that will nourish both them and the society of which they are members.

Clare Sealy - Primarytimerydotcom

Curriculum offer and use of Assessment

OFSTED Teaching, Learning and use of Assessment will be at least good in all schools within 2 years of joining the Trust/ at first OFSTED Section 5 or 8 Inspection – whichever is the sooner.

Each Academy provides a broad, balanced and inspirational - knowledge rich curriculum.

School leaders are able to confidently articulate:

1. Curriculum INTENT and DESIGN:

The Vision and Aims of the curriculum (Progression of key ideas and concepts; vocabulary; transferable knowledge, understanding and skills).

2. IMPLEMENTATION:

Organising the progression – design into classrooms

3. IMPACT

How the curriculum is making a difference – evaluating the effectiveness.

The new RE agreed syllabus is embedded into the school's curriculum offer. The quality of RE provision and teaching is at least good.

Teachers skilfully plan and teach for MASTERY across all subjects. Teachers routinely provide pupils with the tools to work at greater depth inculcating conjecture, independence, collaboration, use of specific vocabulary and language, application of 6Rs.

The effective use of formative and summative assessment ensures pupils make good progress from their starting points.

Our Curriculum

- is underpinned by clear aims, values and purpose
- develops the whole person: knowledge, skills, understanding and
- is broad, balanced and has clear progression in subject knowledge, concepts, vocabulary and skills
- identifies the transferable knowledge that the pupils are going to learn
- is filled with rich first-hand purposeful experiences
- is flexible and responsive to contexts, individual needs and interests
- embeds the principle of sustainability
- has an eye on the future and the needs of future citizens
- encourages the use of environments and expertise beyond the classroom
- makes meaningful links between areas of knowledge across the curriculum and the major issues of our time



Enhance our Trust enrichment programme

All KS1 and KS2 pupils are involved in weekly enrichment activities across the school or Trust.

All pupils have access to intra/inter school competitions and activities across the School, Trust and County.

School Games – All schools to attain at least Silver Award. Gold Award within 3 years of joining the Trust.

All pupils across KS2 to have access to a wide range of volunteering and leadership opportunities.

All upper KS2 pupils take part in an annual RLT Maths, Music and Sports festivals.

innovation

"Character education seeks to develop and celebrate the flourishing of individuals, communities, families and societies, through the cultivation and encouragement of an expansive range of moral, spiritual, intellectual, civic and performance character virtues. It is central to a Christian vision for education for 'life in all its fullness' and is concerned with developing virtues seeing them as 'character in action', grown through experience and demonstrated over time in word and deed.

Character education equips young people to grow in wisdom, hope, community and dignity and is shaped by an understanding of God at work in the world, present and active in shaping each individual's developmental story. **It is fundamental to the pursuit of academic excellence, and stands at the heart of all aspirational teaching, learning and pastoral care.**

Although character can and should be taught explicitly in schools, it is frequently also caught implicitly through role-modelling and relationships.

Effective character education will have a legacy far beyond the school gates, impacting young people as friends, neighbours, parents, team members and employees, benefitting both the individuals themselves, their wider communities and broader society."

CHURCH OF ENGLAND: FOUNDATION FOR EDUCATIONAL LEADERSHIP

* Embed the 6Rs and School's Values to develop 'Learning Character' in all pupils

Each school has a clear vision for 'Character Development' underpinned by Christian Values and the fundamental British Values of Democracy, Rule of Law, Mutual Respect, Individual Liberty and Tolerance of other Faiths.

Pupils explain how the school's values give them confidence to listen, question, explore and challenge themselves in pursuit of their learning.

Pupils understand right and wrong - rewards and consequences for their actions. They feel happy and safe.

Leaders use creativity and innovation to provide quality opportunities for pupils to explore situations of injustice and inequality so opening pupils' horizons, giving them a concern for others.

The school community has established mutually beneficial regional or global partnership links to schools in different parts of the UK/world that are highly valued by adults and pupils alike.

Pupils are articulate advocates of change, challenging injustice, discrimination and inequality. They have regular opportunities to engage in projects which pupils themselves have identified to address issues of disadvantage, deprivation, tolerance and mutual respect. This enables them to make good progress and work independently, collaboratively and creatively across the curriculum.

Pupils fully understand the attributes of a great learner - readiness for learning, resilience, resourcefulness, respect, responsibility and reflective learners.

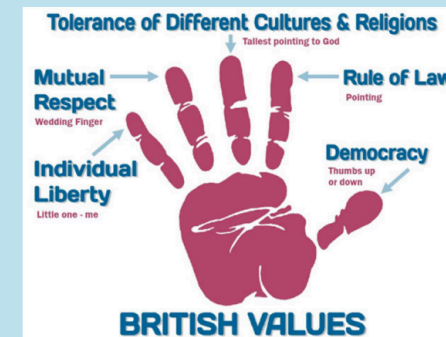
Lesson observations and other forms of monitoring demonstrate pupils are confident, independent, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress - both academically and socially. They are proud of their achievements and of their school.

"Character Education teaches the acquisition and strengthening of virtues: the traits that sustain a well-rounded life and a thriving society.

Character education includes all explicit and implicit educational activities that help young people develop positive personal strengths called virtues...

Pupils need to decide wisely the kind of person they wish to become and to learn to choose between already existing alternatives or to find new ones."

(Framework for Character Education', 2017 revised version)



Dylan Wiliam – 9 things

1. Nobody cares how much you know, until they know how much you care.
2. Learning is a change in long term memory.
3. Memory is the residue of thought.
4. Learning requires forgetting.
5. If you don't know where you're going, you might wind up somewhere else.
6. The answers of confident students is a bad guide to what the rest of the class is thinking.
7. The only thing that matters with feedback is what students do with it.
8. Effective group work requires individual accountability.
9. Students have deep insights into their own learning.

Aims	Transforming Learning (Improving the quality of teaching and learning, curriculum offer and use of assessment)
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Objective	Ensuring high quality teaching, learning and use of assessment Fine-tune practice and pedagogy to ensure consistency of provision across our schools.
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Key Performance Indicators	The outstanding use of formative assessment; underpinned by a strong commitment to PERSONALISED LEARNING, ensures the quality of teaching is at least good in each school. There is no inadequate teaching. 100% good or better.	Autumn	Spring	Summer
	OFSTED Teaching, Learning and use of Assessment will be at least good in all schools within 2 years of joining the Trust/ at first OFSTED Section 5 or 8 Inspection – whichever is the sooner.	Autumn	Spring	Summer
	Each Academy provides a broad, balanced and inspirational - knowledge rich curriculum. School leaders are able to confidently articulate: 1. Curriculum INTENT and DESIGN: The Vision and Aims of the curriculum (Progression of key ideas and concepts; vocabulary; transferable knowledge, understanding and skills). 2. IMPLEMENTATION: Organising the progression – design into classrooms 3. IMPACT How the curriculum is making a difference – evaluating the effectiveness.	Autumn	Spring	Summer
	Each Academy provides a full enrichment programme.	Autumn	Spring	Summer
	The new RE agreed syllabus is embedded into the school's curriculum offer. The quality of RE provision and teaching is at least good.	Autumn	Spring	Summer
	Pupils fully understand the fundamental British Values of Democracy, Rule of Law, Mutual Respect, Individual Liberty and Tolerance of other Faiths.	Autumn	Spring	Summer
	REAL PE syllabus is embedded into the school's curriculum offer. The quality of PE provision and teaching is at least good.	Autumn	Spring	Summer

Goal	Key Actions	Cost	Lead	When	Monitoring Strategy			Impact Next steps
					Who	How	Disseminate	
QFT: High quality teaching challenges all learners, consistency of teaching & provision across the Trust.	Embed school improvement and quality assurance strategy – central services offer in to the Trust and School Intranets	Central Services	CEO	Term 1	CEO	QA Monitoring reports	LGB Trustees Hubs	Please refer to Leadership Reports to Governors or RLT QA Reports.
Quality assurance strategies ensure the quality of teaching and learning is at least good with many examples of outstanding practice.	Continue to develop more reflective practice through lesson study and coaching across the Trust.	Central Services	KM Heads	Term 5	CEO	Videos	Publication of videos on RLT Intranet/ T&L Website	
All schools plan to address the RLT T&L Priorities in their schools.	LEAD PRACTITIONERS/ pedagogy Champions REFLECTIVE PRACTICE PROJECT – Lesson Study through the innovative use of IT: Video based video learning platform. Link to RLT T&L PRIORITIES: Maths achievement across KS2		CEO		DA	NOV	Hubs and NOV	

	Personalised Feedback Mastery for all Differentiated challenge Conjecture and developmental questioning Lesson design – collaboration							
	Establish T&L networks across each Learning Hub: Planning, Assessment, Moderation, Exemplification – sharing and disseminating great practice.		CEO	Termly – every six weeks	Heads	Staff feedback	Hubs	
	Create a T&L Website/ Intranet to share and disseminate great practice; aid standardization Hubs to determine content and structure: Interactive T&L framework – videos; Policies, Curriculum planning, SID, Data dashboards, templates, forums, surveys, CPD – Teacher Training Forums, R&D	Lead Pract time	Hubs	Spring Term	Heads	CEO termly meetings		RLT T&L Non-Negotiables RLT HITS - High Impact Teaching Strategies Document to support all schools:
	Involve families in school life, in particular with projects and activities that affect their children's progress.	Central Services	Lead Practitioner	From Term 4	CEO	Parent Surveys and Course evaluations	LGB Hubs	
	Update Teaching and Learning Policies and Curriculum Offers. Evaluate curriculum offer as part of Review Days		CEO	Term 5	CEO	Review Days	Report to LGB Headteacher	
	Explore Teacher Exchange Programme – evaluate and extend.		CEO	Term 4				
	Support schools in creating a T&L / Pedagogy Action Plan in their Intranet	Central Service	CEO	Term 5				
	RSTA – Suite of CPD Courses linked to outcomes in the SEF	School funded Subsidized by RLT 15 Tokens per school	CEO RTSA/RLT Primary Director CPD	Ongoing	Heads CEO	Course evaluations Outcomes in SID	LGB Hubs	Quality of teaching is improving in all schools.
	Continue to develop the role of middle leaders to secure better outcomes for pupils – ensure full involvement in Peer Reviews. CEO Termly CPD Twilights	Central Service RTSA Offer	CEO	Ongoing				Full involvement in RLT Review Days & Inter school peer reviews. Evaluation report by RCC at the

								end of the academic year.
	Facilitate secondments and teacher exchanges that share skills, fill vacancies, or develop capabilities that add value to the learning of the pupils in another academy/school within the Rutland Learning Trust.	Central Service	CEO	Ongoing	CEO	Impact Report	LGB Meetings	
	Organise and coordinate a suite of INSET / CPD opportunities based on emerging Trust and School priorities: Full engagement with the RTSA CPD Offer	School funded Subsidised by RLT	CEO	During SID scrutiny and Review Days QA Activities	Heads	Course evaluations and triangulation of monitoring activities in school: Lesson observations, learning walks, pupil interviews, planning and work scrutiny.		
	Refine approaches to Teacher appraisal – Targets linked to Teacher and UPS Standards; and vulnerable groups. Explore Gallup Strengths	Central Service	Heads	Term 1	Heads	Appraisal Policy	Performance Management Gobs	Complete
<p>Strengthen the school's curriculum offer to improve connectiveness across all subjects and year groups.</p> <p>- provide a broad and balanced, inspirational – knowledge and vocabulary rich curriculum.</p> <p>Our Curriculum</p> <ul style="list-style-type: none"> is underpinned by clear aims, values and purpose develops the whole person: knowledge, skills, understanding is broad, balanced and has clear progression in subject knowledge, concepts, vocabulary and skills 	Leadership Training – Curriculum Gill Weston	Central Cost	School SLT	Term 1, 2,3, 4, ,5	CEO	QA Meetings	HT Hubs Trustees Report	<p>Next steps: -Progression of key ideas and concepts; vocabulary; transferable knowledge, understanding and skills - Organising the progression – design into classrooms - Consider how the curriculum is making a difference – evaluating the effectiveness.</p> <p>CHALLENGE FOR ALL</p>



<ul style="list-style-type: none"> identifies the transferable knowledge that the pupils are going to learn – embedding into long-term memory focuses on the children becoming independent thinkers and learners by embedding the 6 Rs is filled with rich first-hand purposeful experiences is flexible and responsive to contexts, individual needs and interests actively promotes British values encourages the use of environments and expertise beyond the classroom reflects our school's context 	New T&L Policy in each school		School SLT	Autumn	School SLT	QA	Report	
	New Assessment Strategy Published in each school		School SLT	Autumn	School SLT	QA		RLT Template
	New Curriculum Offers published and shared with parents		School SLT	Autumn	School SLT	Surveys	Survey results	All schools published on website. Next steps: take into account the new OFSTED Inspection Schedule
	RTSA – CPD courses to support Curriculum Development	Subsidised CPD RTSA	School SLT	Autumn	School SLT	Course evaluations		
	RLT Choir and Orchestra Action Plan		MD	Action Plan completed by end of term 1 and presented to RLT Heads	CEO			Not completed
Teachers use Target Tracker effectively to plan and assess pupil progress. Intra and inter school moderation activities ensure reliability and validity of teacher assessments/judgments.	All staff: Heads, Teachers, Office personnel fully trained on how to input data and abstract data from TT.	RLT Funded	CEO Lead Pract	Completed by end of Term 1 New staff – training by Lead Practitioner	CEO	Termly Data capture activities		Staff at all levels require further training (see above) Next steps: Data champions identified in each hub: Head teachers and teachers, Lead Practitioner. Termly Meetings with Assessment Team: Data Capture ad

								Communication strategy. - Reports to HTs in Hub meetings and COG in termly sessions with CEO. MUST have EYFS representation
	Create new Assessment Strategy and data capture activities: Policy published by September 2018		CEO Lead Pract	Autumn	CEO	Policy	Published	RLT Assessment template to support schools in developing their own Assessment strategy. Aligned Assessment calendar across the RLT To include a suite of moderation activities.
	External moderation for EYFS Baseline and checkpoints, KS1 and KS2.		CEO Lead Pract	Autumn Summer Spring As part of Assessment calendar	CEO			Ongoing to ensure reliability and validity of judgments.
	External moderation for EYFS Baseline and checkpoints, KS1 and KS2.	School release time	Lead Practitioner SLE LA / RLT Moderation	As per assessment calendar	CEO	Leadership Reports to LGB Data capture SID		Intra and inter school moderation activities ensure reliability and validity of teacher assessments/judgments
Each school has a clear vision for 'Character Development' underpinned by Christian Values and/or the fundamental British Values of Democracy, Rule of Law, Mutual Respect, Individual Liberty and Tolerance of other Faiths.	Schools to review Vision, Aims, Values and Curriculum offers		SLT	Autumn	Foundation Governors	Policy / reports Publications	Publish documents	Almost all schools have revisited their Vision and Aim. Termly Hub meetings to review SIAMS questions
Pupils understand right and wrong - rewards and consequences for their actions. They feel happy and safe.	Christian Values, 6Rs and British Values inculcated through CAOW, Assemblies, Immersion days Curriculum Offers and wider curriculum opportunities.		SLT	Ongoing from term 1	Foundation Governors	Policy / reports Publications	Publish documents	Next steps: Strengthen pupils understanding of British Values.
Pupils are articulate advocates of change, challenging injustice, discrimination and	Shared Hub Projects promote understand of disadvantage, deprivation, tolerance and		CEO	Term 6	CEO	Outcomes	Trust / School Website and intranets	

<p>inequality. They have regular opportunities to engage in projects which pupils themselves have identified to address issues of disadvantage, deprivation, tolerance and mutual respect. This enables them to make good progress and work independently, collaboratively and creatively across the curriculum.</p> <p>Pupils fully understand the attributes of a great learner.</p> <p>Lesson observations and other forms of monitoring demonstrate pupils are confident, independent, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress – both academically and socially. They are proud of their achievements and of their school.</p>	<p>mutual respect. SCHOOL COUNCIL/ Leadership Programme. MAD projects – Make a Difference promoted across the Trust – Diocese support.</p>							
<p>Address multicultural, difference and diversity Y5 Project</p>	<p>RLT Multi Faith day organized by St Philipp's Centre Leics</p>	<p>£1000 100 per school</p>	<p>CEO</p>	<p>Summer Term 6</p>	<p>CEO</p>	<p>Survey</p>	<p>Presentation to COG at CEO Meeting</p>	
<p>Improve pupil progress in maths across KS2.</p> <p>“Teachers skillfully plan and teach for MASTERY in maths.</p> <p>Teachers routinely provide pupils with the tools to work at greater depth inculcating conjecture, independence, collaboration, use of language, application of 6Rs.”</p> <p>Identify, through action research, best practice strategies that schools within the MAT (as well as those nationally or locally) are implementing, so that any pupil who is at risk of underachieving in maths, is given every opportunity of achieving their potential.</p>	<p>Maths SSIF Round 3 Application: Improving Maths achievement across Rutland.</p>	<p>BID TBC £130K</p>	<p>CEO</p>	<p>Autumn Term</p>	<p>RTSA</p>	<p>As per application</p>	<p>As per application</p>	<p>Unsuccessful</p>
	<p>EYFS Pedagogy and Practice: Research and development projects: MATHS</p>	<p>Funded</p>	<p>EYFS Team</p>	<p>EYFS Team</p>	<p>Maths Hub</p>	<p>Project Report: Impact statement</p>	<p>Hubs LGB Leadership Team Report</p>	
	<p>Maths Master Training</p>	<p>Funded</p>	<p>HG</p>	<p>Maths Hub</p>	<p>Maths Hub</p>	<p>Project Report: Impact statement</p>	<p>Hubs LGB Leadership Team Report</p>	
	<p>Maths Networks</p>	<p>School funded Subsidised by RLT</p>	<p>RTSA</p>	<p>Maths Hub</p>	<p>SLT</p>	<p>Course evaluations and impact statement</p>	<p>Hubs LGB Leadership Team Report</p>	
	<p>SLE Deployment – Maths</p>	<p>Central Service</p>	<p>CEO</p>	<p>CEO</p>	<p>SLE Impact Statement</p>			
	<p>Maths enrichment projects: Maths Challenges. HAPs Maths Circus: MAPs Maths for All: LAPs Maths for Families</p>	<p>TBC</p>	<p>Sam Asplin</p>	<p>Ongoing</p>	<p>Lead Practitioner DA</p>	<p>Report to HTs Surveys and evaluations</p>	<p>Publications</p>	

