THE RUTLAND LEARNING TRUST

Working Together
Sustaining Excellence
Transforming Learning

Vision & Aims 2019/20

THE RUTLAND LEARNING TRUST

Providing outstanding education for all pupils – today and tomorrow!

First-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

"Every Part Depending on Each Other"

In 1 Corinthians 12, St Paul famously compares the Christian community to the human body. Our eyes couldn't do much if we had no hands, and our head wouldn't get very far if we had no feet. In the same way, we don't get very far by trying to do Christ's work alone! To carry out our mission, we need every bit of our body to work together, because each of us has gifts and our part to play.

"our bodies have many parts, and God has put each part just where he wants it. … In fact, some parts of the body that seem weakest and least important are actually the most necessary. … This makes for harmony among the members, so that all the members care for each other. If one part suffers, all the parts suffer with it, and if one part is honoured, all the parts are glad." (1 Corinthians 12)

Vision

Our shared vision for the Rutland Learning Trust is to provide outstanding education for all pupils; first-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.

By **Working Together** to **Sustain Excellence** and **Transform Learning** we believe that we can improve outcomes for all children. By working in this way, we know that every child will be valued, cared for and have the very best chance to excel and achieve their potential. We seek high levels of attainment and achievement across a broad, creative and inspirational curriculum. Memorable learning experiences are at the heart of all we do. Every child deserves to be successful and our role is to help them blossom and believe everything is possible!

As a dedicated team of teachers, support staff, governors, parents and families we work with love, professionalism and commitment on behalf of all pupils to provide educational provision of the very highest quality.

Aims

The Rutland Learning Trust aims to…

- Promote real, genuine and planned collaboration - **Working Together**.
- **Sustain Excellence** - raise standards of achievement for all pupils.
- **Transform Learning** - provide world-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.

The Rutland Learning Trust is values driven and educationally led; it aims to provide first-class education and care that allows every child to reach their potential; it recognises the importance of high quality teaching and learning. It operates a robust school improvement system, with the ultimate aim of doing something exceptional for children in our care. All pupils will feel safe and all will be supported, whatever their needs.

The Rutland Learning Trust aims for all of its schools or academies to be outstanding. This means outstanding outcomes for all children; innovative, enthusiastic, well- trained staff that provide high-quality teaching, learning and assessment experiences every day, and pupils that leave education well-prepared for the next step of their lives.

The Rutland Learning Trust aims to contribute positively to the self-improving school-led system in education across this locality. We are committed to adding real value to the community, helping it become even more effective in order to achieve the very best for all pupils. We believe in true collaboration; working in partnership, investing in people and building capacity for long term, sustainable success.

Christian Ethos

Christian values and practice are at the heart of our shared life as Church of England Schools and they shape an enquiring and respectful approach to everything we do. We have strong, well-established links with our local churches that contribute regularly to our schools programmes and we seek to learn about and from other faith-traditions in today's world.

Our Christian Values

"The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law." (Galatians 5:22-23)

Through our Christian commitment…

- We provide a warm, caring and Christian atmosphere in which children feel happy and secure and therefore receptive to learning.
- Children gain an understanding of the Christian faith and what it means to be part of the world wide Anglican family.
- We promote the Christian values of: kindness, patience, faithfulness, unselfishness, honesty, forgiveness, loyalty, trust, empathy and love as shown to us through the teachings of Jesus.
- Children develop social, spiritual and emotional awareness through these teachings.
- Children are taught to be sympathetic to the needs of others in society, to conduct their lives with honesty, pride and respect for all and to form valued and lasting relationships through experience of Christian teaching and practice.
- Children receive a broad, balanced and inspirational education, including the exploration of faith questions that will provide the basis of a successful, informed life.

The Rutland Learning Trust is immensely proud of the team - a dynamic, high performing and talented community. There is tremendous team spirit - we are all committed to the success of each of our schools and we always put the children's best interests first.

Across all of our schools we encourage pupils to be inquisitive and passionate about their learning. We strive to develop confident, creative, self-assured, positive young people who love to learn, contribute and to achieve. Our inclusive learning environment also teaches our pupils to celebrate differences, help one another and promote a culture of tolerance and mutual respect. Our vision for each child is that they will work towards their personal best, in a caring atmosphere, which reflects the inclusive British and Christian values of our Academies.

Our Academies

- Provide a broad, balanced and inspirational - *knowledge rich* curriculum for all children
- Produce independent thinkers and learners who are ready for 21st Century Learning: Resilient, Responsible, Resourceful, Risk Taking, Reflective and Respectful learners.
- Develop confident, creative, self-assured, collaborative pupils who love to learn, to contribute and to achieve.
- Encourage pupils to be inquisitive and passionate about their learning.
- Cultivate a desire within our children to protect and care for the environment and contribute positively to the local community of which they are members.
- Encourage all pupils to grow in stature, confidence and self-esteem through encouragement, reward and recognition.
- Provide a wide range of extra-curricular and enrichment activities to enhance and deepen skills.
- Foster a healthy competitive attitude, a desire to be successful, a commitment to fair play and to appreciate and enjoy the pleasure of taking part.
- Ensure all children reach their full potential by providing relevant and challenging technological educational experiences.
- Strengthen partnerships with families so that they feel fully involved in their child's education.
- Teach the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs – underpinned by our Christian values.

Our strategy is ambitious and exciting; it is to ensure schools within the Rutland Learning Trust are 'Outstanding', not only in terms of an Ofsted judgement, but also in the eyes of our learners, staff, families and our wider community members.

Vision	**The Rutland Learning Trust** — **Vision Overview** 2018-2020 *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.*					
Aims	**Working Together** *(Real, genuine and planned collaboration)*		**Sustaining Excellence** *(Raising standards of achievement)*		**Transforming Learning** *(Improving the quality of teaching and learning, curriculum and use of assessment)*	
Objectives	*Strengthen Governance and Leadership at all levels	*Empower leaders to fully articulate their distinctive Christian vision for their schools	Refine our Pupil Premium Strategy		Enhance our Trust Enrichment Programme	Embed the 6Rs and school values to develop 'Learning Character' in all pupils
	***Promote strategic growth of the Trust**		***Raise standards of attainment and achievement for all pupils**		***Ensure high quality teaching**	
	Strengthen partnerships with families so that they feel fully involved in their child's education.	Ensure the Rutland Teaching School Alliance provides effective school improvement	Strengthen our Inclusion Strategy	Stretch and challenge pupils of all abilities MASTERY and GREATER DEPTH	Improve our approach to curriculum planning, assessment and reporting: Planning and Assessment	
Financial Aims	**Value for Money**		**Effectiveness**		**Sustainability**	
Critical Success Factors	**Demand** Pupils numbers, reputation and credibility	**Growth** 10 – 12 schools over three years	**Funding** National funding formula, sponsorship, grants		**Effective resource management** Staffing, central services, procurement	
Values	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.					

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

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 2022:
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

Using OFSTED criteria,
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 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.

All schools will be judged at least good for Strand 1: Vision and Leadership using the criteria outlined n the SIAMS Evaluation Schedule/Framework 2019.

Leaders have a clear and ambitious vision for providing high quality education for all pupils - realised through strong, shared values, policies and practice.

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.

Leaders ensure a robust and continuous self evaluation process is in place that involves the whole school community in evaluating its effectiveness as a Church/non Church school.

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.

Engagement opportunities are focused and purposive.

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.

SUSTAINING EXCELLENCE

Raising standards of attainment and achievement.

Standards of 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 above 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.

Improve MATHS attainment at the end of KS2 so that outcomes are above national averages at the Expected Standard and Greater Depth.

Increase the % of pupils WRITING at GREATER DEPTH so that attainment is above national averages across each key stage.

Refine our Pupil Premium Strategy

In all schools the progress across the curriculum of disadvantaged pupils and service pupils 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.

A Pupil Premium evaluation is undertaken annually by a Pupil Premium 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 RWM is above NA.

66% of Y6 pupils will attain above average scaled scores in each subject area.

Monitoring shows that:
- Teachers have consistently high expectations of all pupils. ALL PUPILS are challenged.
- Pupils are provided with opportunities to explore concepts in more detail to deepen their understanding.
- Pupils' knowledge is consistently, coherently and logically sequenced so that it can develop incrementally over time - building on prior learning.
- Pupils are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding. They can recall information effectively, which shows that learning is durable.

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.

School Local Offer is published on each Academy websites.

Middle Leaders lead by example and are able to:

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

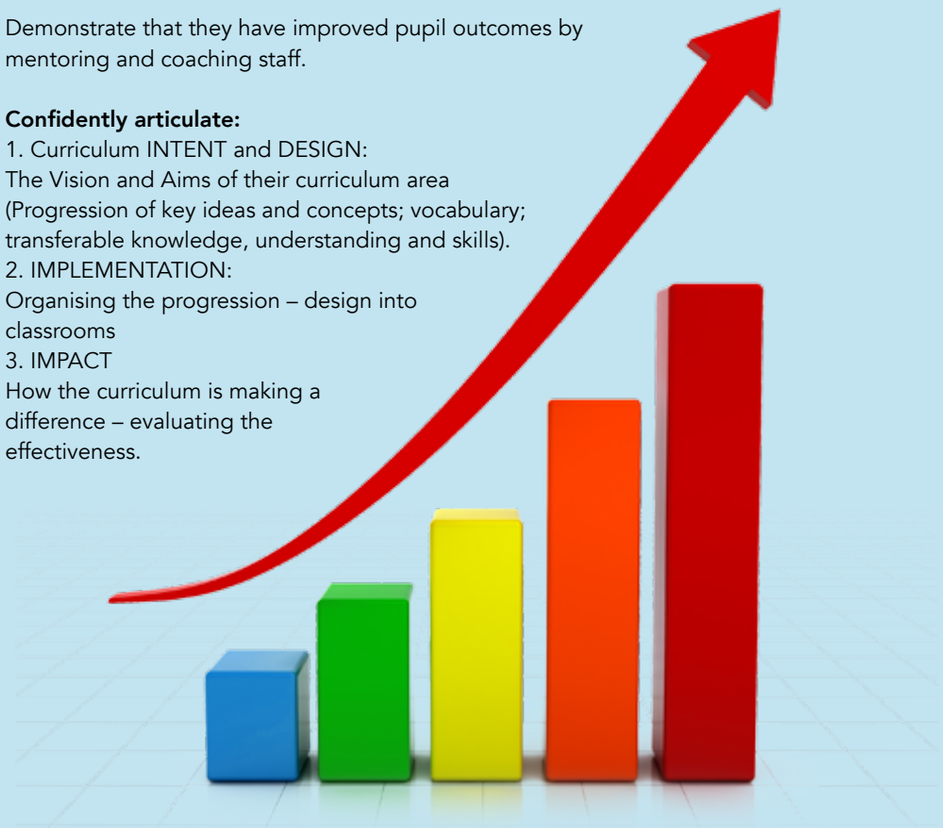
Independently and confidently monitor and evaluate the quality of provision; the quality of teaching and learning; impact of intervention.

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.

Confidently articulate:
1. Curriculum INTENT and DESIGN:
The Vision and Aims of their curriculum area (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.

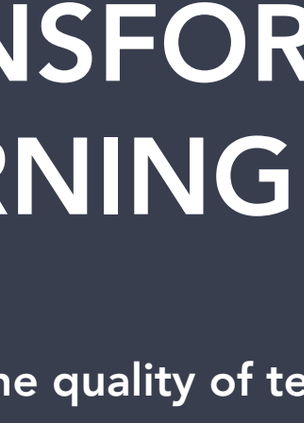


TRANSFORMING LEARNING

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

'Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned.'

Curriculum and use of assessment

Strengthen the school's curriculum offer to improve connectedness across all subjects and year groups to provide a broad and balanced, inspirational – knowledge and vocabulary rich curriculum.

OFSTED The Quality of Education 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.

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.

Our Curriculum

- is ambitious and is underpinned by clear aims, values and purpose
- develops the whole person: knowledge, skills, understanding and vocabulary
- is broad, balanced and has clear progression in subject knowledge, concepts, vocabulary and skills
- is coherently planned and sequenced
- 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
- is **successfully adapted, designed and developed** for pupils with special educational needs and/or disabilities
- embeds the principle of sustainability
- 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

Knowledge allows…
Communication and language development: relevant knowledge allows successful inferences in written or oral communications between strangers.
Listening and attention: it is hard to listen and respond when you do not know the meaning of words or social cues.
Understanding: rich background knowledge allows mental space to think about what has been encountered.
Speaking: children need the words to express themselves effectively.

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

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; writing, spelling and maths competitions.

Increase the % of pupils READING at GREATER DEPTH so that attainment is above national averages across each key stage.

All pupils have a rich reading experience that includes:

- Systematic, synthetic phonics
- Reading for pleasure - children choosing to read
- Ability to read progressively harder texts in shared, group, paired and individual reading experiences
- Vocabulary, knowledge and oracy development developing the ability to talk about and write about what has been read
- The explicit teaching of reading comprehension - inference, deduction, writers use of language, critical analysis.
- Developing pupil's ability to close read (understand words, form and function)
- Opportunities to develop fluency and expression - reading aloud to a range of audiences
- Adults reading aloud to pupils every day using challenging texts
- Inspirational, high quality texts - contemporary and favourite authors
- Research projects and competitions
- High levels of parental engagement: workshops, supporting and valuing reading at home

"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.

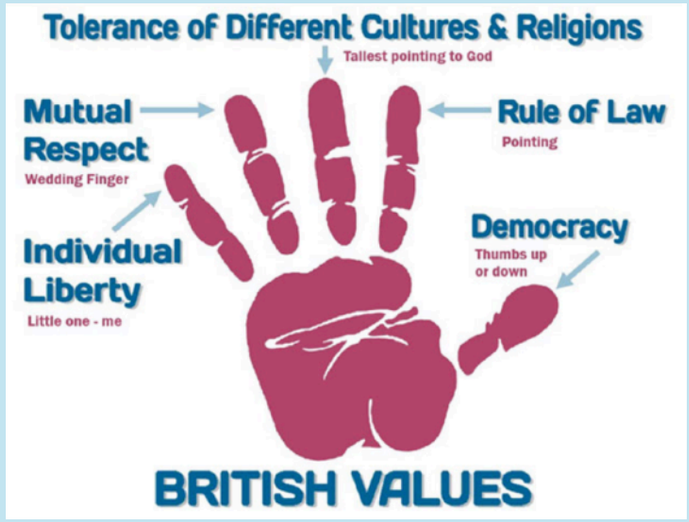
Lesson observations and other forms of monitoring demonstrate pupils are confident, independent, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress – both academically and socially. They are proud of their achievements and of their school.

"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)



Appendix 1

*STRATEGY FOR GROWTH

•The Rutland Learning Trust has a defined strategy for growth, understanding the need to build capacity in advance of new academies joining, and preparing for the challenges of different types of academies or schools joining our MAT (start-up, sponsored, converters, church or community).
•The Rutland Learning Trust has a clear understanding of the impact that different types and sizes of school joining will have on its overall finance, leadership and governance structures.
•The Rutland Learning Trust has planned for optimum geographical coverage and is prepared to say "no" where relevant.
•The Rutland Learning Trust has developed a strategy for growth: rate of growth, optimum number of schools at each stage, and the balance of sponsored/converter/start–up academies/church – community schools.
•The Rutland Learning Trust reviews governance, leadership and business structure when appropriate (e.g. as the MAT grows to 5+ academies, and again at 8+), adding capacity where required.

CRITERIA FOR GROWTH

•Sustainable and progressive strategic growth – in line with DfE and Peterborough DBE Policy. (10-15 schools / or over 2000 pupils by 2022)
•Only 1 school in an OFSTED category per year unless they have had a recent change in leadership and/or can demonstrate strong capacity to improve with support
•Due diligence report presented to the Trustees outlining Chief Executive Officer recommendations re: Education, Leadership, HR, Resources, Health and Safety, Estates and Finance.
- 3 Year finance model and business case outlining potential challenges and levels of risk
- Strengths and areas to be developed
- Support required by the school
- Readiness for managed growth: Does the Trust has the flexibility, capacity and capability to raise outcomes, provide high quality school improvement and respond to the bespoke needs of the joining school?
- Implications on current infrastructure and finances
•The Rutland Learning Trust (following consultation with the Diocese, RSC and DfE) will explore working with Church and Community schools in Rutland and surrounding counties.

Hub 1

Whissendine, Exton, St Nicholas, Cottesmore, **Langham**

Hub 2

Uppingham, Great Casterton, Empingham, Ketton, Glapthorn Polebrook

PHASED GROWTH

•Head teachers from across the Trust meet weekly.
•Meetings have a clearly defined agenda linked explicitly to school or Trust priorities.
•Following consultation, schools are assigned to a Learning Hub.
•Head teachers meet either as a whole team or as part of a Learning Hub where more specific and contextualised school improvement/development work can be undertaken.
•The composition of each Learning Hub is reviewed annually to reflect the profile and bespoke or emerging needs of individual schools e.g. Standards; Leadership and teacher specialisms; RLT/ OFSTED Grading; Capacity to improve and support; Geographical influences – distance between schools. Each Learning Hub has a lead school responsible for coordinating meetings, training events and liaising with the CEO. This will be reviewed annually.

Appendix 2

THE CENTRAL TEAM: OFFICE, FINANCE AND SCHOOL IMPROVEMENT

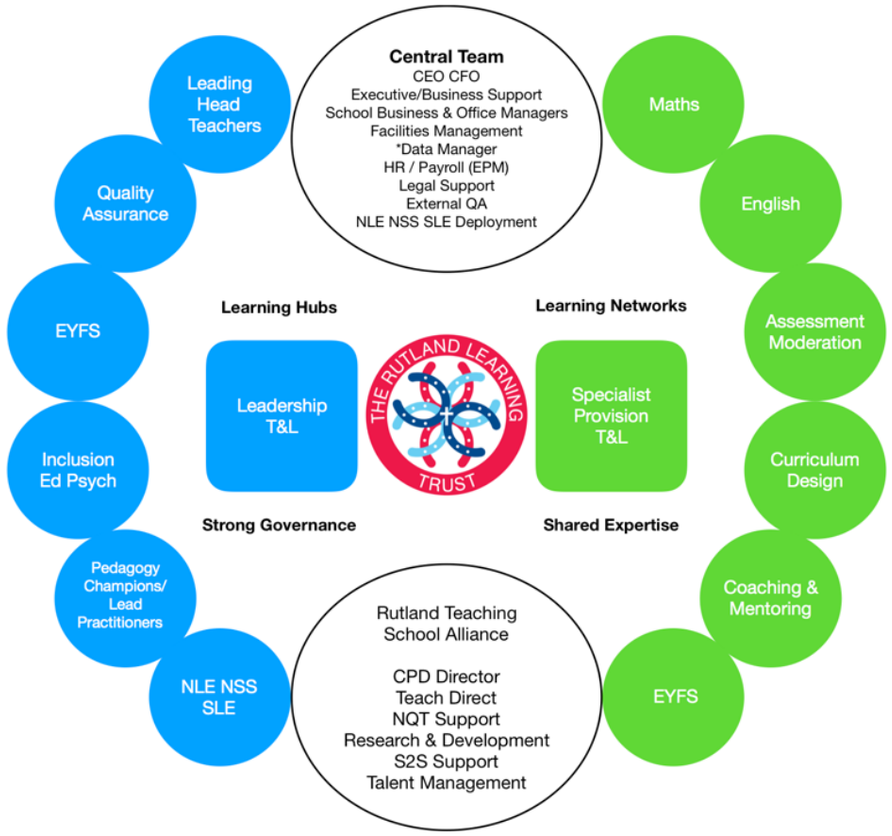
The 'Central Team' includes office and finance functions, as well as school improvement (curriculum, teaching & learning, CPD), and capacity for intervention and/or growth. The Central Team will use existing expertise in individual academies/schools in the Rutland Learning Trust to develop optimum school to school support and services. **(Link to RLT Sharepoint - Strategic Planning)**

Financial strategy and control

The Rutland Learning Trust has clear systems for ensuring financial probity with access to accurate and timely management information to ensure effective budgeting. The Rutland Learning Trust makes efficient use of economies of scale, achieving best value for money, and pursues alternative revenue streams to benefit The Rutland Learning Trust as a whole (eg: providing services beyond Trust itself). A sustainable educational growth plan supports the academies/schools to meet their core objective of delivering outstanding education for every child.

The Rutland Learning Trust will:

- Continue to benchmark current financial performance;
- Present a balanced budget for approval;
- Identify, assess and report against the risks from the MAT operations;
- Ensure the Trustees are clear about, and aligned to, the guidelines set out in the academies financial handbook and that all parties have signed the register of business interests (including measures in place to manage conflicts, eg: related party transactions, close working relationships);
- Develop, implement, then routinely review our financial policies, including clear schemes of delegation and terms of reference;
- Develop a strategy for creating savings and generating income for one, three and five years;
- Plan, with each academy, for curriculum changes, staffing, buildings and pupil numbers;
- Maintain and update the Rutland Learning Trust risk assessment, so that potential risks to the successful delivery of our school improvement strategy are mitigated;
- Ensure that the Rutland Learning Trust is compliant with the financial rules and regulations of the Charities Commission and Education and Standards Funding Agency (ESFA);
- Deliver financial advice and guidance to each academy/school that is accurate, timely and relevant;
- Support the organisations to maximise pupil recruitment to each academy/school;
- Support the academies/schools to appoint the right staff of the right quality to deliver outstanding education;
- Ensure that each academy based finance and HR processes are compliant with the Rutland Learning Trust model policies and procedures, so that organisations manage their budgets successfully, ensuring key improvement priorities are delivered;
- Continually review the Rutland Learning Trust structure to ensure it has the correct expertise and adequate skill set to support the Trust to deliver its priorities;
- Support and develop skills and knowledge of the Central Team, so that they can contribute to the sustainability of the Rutland Learning Trust and its future;
- Monitor the Rutland Learning Trust growth strategy annually, to ensure that the criteria for the admission (due diligence) of new academies/ schools into the Trust are fit for purpose and that expansion does not limit the capacity of the trust to deliver its charitable objectives of improving education for our current pupils;
- Take advantage of any opportunities that exist to bid for additional grants to support the achievement and success of its pupils/s, or the development of our capital stock and buildings;
- Continue to develop the commercial arm of its National Support School, in order to generate additional income to support pupil/student learning and achievement



Role / Resposibilities	Personnel / Company
CEO Accounting Officer	Rob Gooding
Deputy CEO	Megan Lucas
CFO	Graham Kirby
Business Manager	Emma Kirkland
Auditors/ Accountants	Hardings Accountants
Responsible Officer - Internal Audits	EdBC
HR Manager	Debbie Kennard-Kettle
HR. Payroll	EPM
Legal Services	John Walker. Flint Bishop
Facilities Management	Paul Lucas
Quality Assurance and School Improvement Team	CEO, Deputy CEO, Leading Head teachers, Leading Teachers/SLE, Clare Rowbotham, External Consultants.
Rutland Teaching School Alliance Director of CPD	Hazel Glassford

CENTRAL SERVICES 2019/20

Our mission is to create high quality educational opportunities for all children and young people across the Rutland Learning Trust by developing a strong collaborative and co-operative partnership model through which we encourage autonomy, share best practice, enhance the professional aspirations of our staff and ensure the safety and well-being of all pupils and staff.

Our model and scheme of delegation differs greatly from many Trusts and is based on local autonomy and an affordable Central Services Offer. At the heart of our ethos is trust and a commitment to help each other and contribute to the MAT's effectiveness.
Our MAT consults fully on all significant developments, the opposite to a top down hierarchy with low autonomy. This means all head teachers and Local Governing Bodies are listened to and encouraged to contribute on all Trust matters.

Our Trust has the added benefit of being part of The Rutland Teaching School Alliance. This gives full access and opportunities to be involved in a wide range of projects. All academies get access to a high quality CPD programme, rigorous but supportive monitoring and evaluation and fast response advice for the constant challenges of day-to-day school leadership.

Our Central Service package includes:

Regular school improvement and quality assurance visits to provide professional challenge, scrutiny, coaching and support by:

- Acting as a critical professional friend to the academy, helping the leadership to evaluate their academy's performance, identify priorities for improvement and plan effective change.
- Helping build the academy's capacity to improve pupils' achievement.
- Providing challenge and support for the senior leadership team in the academy.
- Providing information to local governing bodies on the academy's performance and development.
- Advising the local governing body on the headteacher's performance management/ appraisal.
- Providing targeted school to school support – CEO, NLE, NSS, LLE, SLE, Pupil Premium Champion, Primary Director of CPD, SEND, lead practitioner/teacher deployment.
- For the first year, a fortnightly visit from CEO or an experienced head teacher to offer support and assist with any school specific needs to embed Trust level systems.
- A personal leadership mentor.
- Weekly head teacher meetings - held centrally or in hubs.
- A personal, fully qualified, GALLUP Strengths Coach – to support the Head teacher and leadership team in realising their potential.
- Access to centrally organised training for all staff - through the RLT and Rutland Teaching School Alliance (15 tokens)
- Centrally organised Governor Training.
- Subsidised Diocese Service Level Agreements
- Providing access to a suite of Quality Assurance, School Improvement and Self Evaluation activities planned across the year:
  - Whole school review days
  - Peer Reviews
  - Support with creating school improvement documents: SEF, School Improvement Planning, Leadership reports, Pupil Premium, Sports Premium, Target Setting, Appraisal, Teacher Profiles, Polices, Data Capture and Analysis, Monitoring and Evaluation, Compliance, Moderation
  - Quality Assurance Visits from CEO, QA Advisor, External Consultants, OFSTED Inspectors, Leading Head teachers
  - Audits: Safeguarding, Health and Safety

Educational Psychologists

- Access to Educational Psychologists on a termly basis - 6 times per year.

Training, clinics, workshops, Resources.

Payroll and Personnel (HR)

- Comprehensive payroll and personnel provision to ensure full compliance with legislation (EPM, Flint Bishop Solicitors and RLT Business Manager and HR Manager).
- Safer recruitment; adverts, job descriptions, pre-employment checks, SCR, interview process, staffing structures.

Financial Management Support
Work with the Academy/School to ensure full compliance with legislation, to include:

- Central finance administration
- School financial management and support service tailored to the bespoke needs of the Academy: budget setting, monitoring and management
- RLT Business Manager support
- Regular visits, attendance at LGB meetings, advice and consultancy.

Audit and Accountancy

- Preparation and submission of annual accounts plus in year guidance
- Annual compliance audit of accounts
- Audit of the Teacher's Pension Scheme
- Responsible officer/Internal Audit
- Quality assurance of process and suitability

Legal Support

- A limited number of hours of legal support including additional specialised HR support (the number of hours is likely to be based on school size)
- Governor Training and Induction
- Draft Policies

The Rutland Teaching School Alliance
The Rutland Learning Trust is a key strategic partner in the Rutland Teaching School Alliance organising a suite of bespoke training opportunities for teachers and support staff.

- Free and reduced-price training - 15 tokens
- Primary Director of CPD support
- Support for school based CPD needs – bespoke training activities in school and across the Trust.

Management of central services and group procurement

- Our academies benefit from greater efficiency through group procurement for common expenditure.
- Support with GDPR and other statutory compliance activities

Facilities Management - Health, Safety and Well-being Services

- Lead Premises Officer – Facilities Manager support
- Comprehensive health and safety support for our academies on building related issues such as asbestos, fire, legionella, statutory inspections, contractors, electrical testing
- Full health and safety audit programme, including written risk assessment reports with action plans and follow up.
- Evolve: Educational visits risk assessment/accident reporting (AssessNet)
- Support to ensure statutory compliance.

Admissions

- Central administration of admissions and support with: applications, process, offers and appeals

Appendix 4.

SELF EVALUATION - QUALITY ASSURANCE

The Rutland Learning Trust uses a wide range of both qualitative and quantitative data to develop clear methods of assessment, both of individual academies and of the Trust.

The Rutland Learning Trust has developed robust quality assurance/school improvement activities and peer review systems, to ensure that risks are effectively and swiftly managed - intervening where performance levels drop below expected standards.

The Rutland Learning Trust will:

- Create a suite of negotiable and non-negotiable Quality Assurance, School Improvement/ Self Evaluation strategies planned across the year.
- Support Leadership Teams in choosing the most appropriate quality assurance activities for their school.
- Develop and implement a comprehensive data dashboard, progress tracking and target setting processes;
- Ensure all middle and senior leaders are trained in current Quality Assurance processes and NEW Ofsted requirements;
- Regularly review risk registers at both academy and MAT level, ensuring actionable contingency/ countermeasure plans are drawn up, where needed;
- Review performance and identify areas of intervention at Scrutiny meetings with all HTs;
- Develop peer reviews across the Trust;
- Develop and communicate a clear accountability framework – including what happens when an academy/member of staff under-performs - please refer to Scheme of Delegation 2019/20.
- Ensure all academy improvement plans are aligned with the Rutland Learning Trust priorities;
- Create opportunities for pupils/students from different academies/schools to learn together to reinforce cross-trust peer learning;
- Create a space where parents and families can access advice, guidance and training relating to the education of pupils in our schools/ academies;
- Continue to develop a creative and dynamic curriculum that inspires our pupils/students to have a love for learning and make accelerated progress as a result.

The contribution of each academy/school to this will be:

- To identify quality assurance and school improvement activities for the coming academic year (based on rigorous self-evaluation) to inform a RLT QA/SI schedule for the school.
- Fully engage with all Leadership training and GAP tasks.
- Fully engage with Peer Reviews – providing Lead Teachers and School Improvement Champions from across the hub.
- Fully engage with the School Improvement Strategy - the identification and deployment of learning teachers
- Ensure the implementation of a broad, balanced and connected - knowledge and vocabulary rich curriculum;
- Publicise and support cross-trust pupil and family learning opportunities;
- Support excellence in pupils' attitudes and ensure all understand the importance of our 6Rs, Christian and fundamental British Values.

Schoo improvement - Quality Assurance

	Autumn Term									
	Term 1				Term 2					
Quality Assurance	Trust Review Days	Review of School Improvement Documents. Vision and Aims, Key Priorities - rotierals, SEF, Action Plans. Targets.	Trustees SCRUTINY Committee	Data analysis ASP IDSR Updates	Curriculum Conversations Big Pictures II Planning Reading provision HLT Vision and Aims OFSTED Criteria Knowledge organisers	Trust Review Days	Leadership Report to Governors	Appraisal Head teacher	Compliance Tracker	Data Capture
School Improvement Support available	Action Planning				Data analysis IDSR ASP Data dashboards					
	Self Evaluation				Leadership Report					
	Data analysis - taget setting				Moderation					
	Pupil Premium or Sports Premium planning				Curriculum remodelling					
	Monitoring and evaluating - books, lessons, data				Monitoring and evaluating - books, lessons, data					
	Policy development				Policy development					
	Appraisal				Action Planning - impact statements					
	Strengths coaching				Strengths coaching					

	Spring Term						
	Term 3			Term 4			
Quality Assurance	Safeguarding audit	SCRUTINY COMMITTEE	Peer Reviews	Peer Reviews	Data Capture End of Spring Term	Leadership Report to Governors	LGB Governor Review
School Improvement Support available	Safeguarding audit - recruitment			Leadership Report			
	Peer Reviews			Peer Reviews			
				Data analysis			
				Governer self evaluation/ reviews			
	Policy development			Moderation			
				Action Planning - impact statements			
	Strengths coaching			Strengths coaching			

	Summer Term								
	Term 5		Term 6						
Quality Assurance	Quality Assurance or Trust Review Days	Surveys: Staff Parents Pupil Attitude	Quality Assurance or Trust Review Days	End of Key Stage. Initial data analysis	Data Capture End of Summer Term	Sports Premium Impact Statements and Action Plan	Pupil Premium Impact Statements and Action Plan	SCRUTINY COMMITTEE	Leadership Report to Governors
School Improvement Support available	Surveys		Data analysis						
	Monitoring and evaluation		Sports Premium - Impact statement						
			Pupil Premium - Impact Statement						
			Leadership Report						
			SEF						
	Strengths coaching		Strengths coaching						

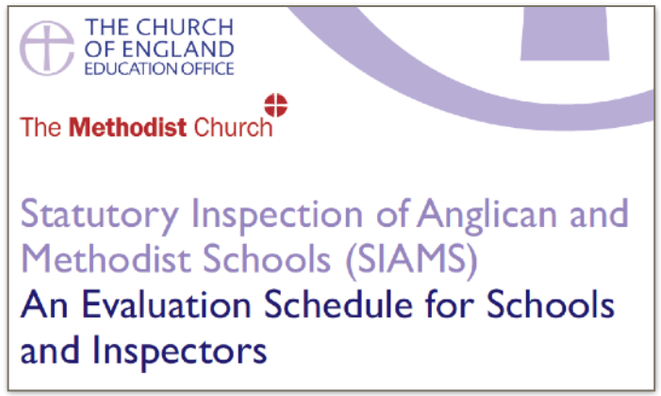
School Monitoing Score Card				
Area	GREEN A and B	AMBER C	RED D	NOTES/Comments
Safeguarding	No concerns have been raised regarding pupil behaviour and/ or safety	No concerns have been raised regarding pupil behaviour and/ or safety	Justifiable concerns have been raised regarding pupil behaviour and/ or safety	
Capacity for sustained improvement	A Capacity to improve themselves or others. B Capacity to improve own school and some capacity to support others. (OFSTED rating Outstanding or Good)	C Sufficient capacity to improve own school – some support required from the Trust. (Possible new leadership team)	D Insufficient capacity to improve own school without Leadership or Executive Support (OFSTED rating Requires Improvement or below).	
Ofsted – actual and predicted	Ofsted good or outstanding with no indication for change of judgement.	The school is at risk of being judged to require improvement. RI but with evidence of rapid improvement	The school is at risk of being Inadequate.	
Accurate self-evaluation	Peer/ paired review provides evidence indicates school's self-evaluation is secure and monitoring processes are robust. External moderation indicates assessment processes are rigorous; close correlation with outcomes at the end of each key stage.	Peer/ paired review provides evidence indicates school's self-evaluation is not always accurate and monitoring processes are not always robust. External moderation indicates assessment processes are not consistently rigorous; generally teacher assessment is in line with outcomes at the end of each key stage.	Peer/ paired review provides evidence indicates school's self-evaluation is inaccurate and monitoring processes lack rigour. External moderation indicates assessment processes are inaccurate and do not consistently match outcomes at the end of each key stage.	
Academic performance outcomes	Overall data shows consistent/ improving trend across all areas. Attainment at the end of each key stage is generally above national average; where it is average it represents good progress from starting points. Data indicates all groups of pupils are making expected and exceeding expected progress in reading, writing and mathematics. Pupils in receipt of pupil premium funding make better progress compared with similar pupils nationally; where attainment and progress gaps exist for vulnerable groups there is evidence that they are narrowing at a faster rate than they are nationally.	Overall data trends are consistent; no declining trends. Attainment at the end of each key stage is generally in line with national average; does not represent good progress from starting points. Data indicates some groups of pupils are not making expected progress in reading, writing or mathematics. Pupils in receipt of pupil premium funding do not make as good progress compared with similar pupils nationally; gaps in attainment and progress of vulnerable groups of pupils are wider than seen nationally and show little sign of narrowing.	Overall data trends are inconsistent; evidence of trends declining over time. Attainment at the end of each key stage is generally below national average; does not represent expected progress from starting points. Data indicates most groups of pupils are not making expected progress in reading, writing or mathematics. Pupils in receipt of pupil premium funding do not make sufficient progress compared with similar pupils nationally; gaps in attainment and progress of vulnerable groups of pupils are wider than seen nationally and not narrowing. The school is defined as 'Cossting' or below floor standards.	
Exclusions	Exclusion rates are well below that seen nationally.	Exclusion rates in line with those seen nationally.	Exclusion rates higher than those seen nationally.	

Criteria for allocating support to schools - Deployment based on outcomes from quality assurance, moderation and emerging needs.

Category	School Improvement Capacity	Quality Assurance Activities	School Improvement Activities	Total Support from RLT
A	Capacity to improve themselves or others (OFSTED rating Outstanding or Good)	At least 1 per Term	At least 1 per Term	12 days 2 per term
B	Capacity to improve own school and some capacity to support others (OFSTED rating Outstanding or Good)	At least 1 per Term	At least 1 per Term	12 days 2 per term
C	Sufficient capacity to improve own school – some support required from the Trust New leadership team	At least 1 per Term	At least 1 per Term	Up to 15 days
D	Insufficient capacity to improve own school without Leadership or Executive Support (Head teachers new to the role) (OFSTED rating Requires Improvement or below.)	At least 1 per Term + Executive and Leadership support	At least 2 per Term	Weekly or fortnightly support dependent upon need

Appendix 5.

***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?"**



The Church of England has set out a bold *Church of England Vision for Education* that is deeply Christian, serving the common good. Our purpose in education is to enable the children, young people and communities we serve to flourish as they experience education for wisdom, hope, community and dignity and discover life in all its fullness which Jesus offers.

This national vision is offered for Anglican and Methodist schools to engage with as they articulate their purpose in education and shape their own vision as a school with Christian character.

Over the years, SIAMS has sought to provide Church schools with a tool for effective self-evaluation and a process of external review which enables continued development. This new framework focuses unashamedly on vision, with the hope that it will allow governing bodies to place more of an emphasis on their purpose in education, ensuring that the school's Christian vision impacts in ways which enable the whole school community to flourish.

Nigel Genders

Revd Nigel Genders
Chief Education Officer, Church of England

This question is evaluated through the following seven strands.

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.

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.

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 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?

Appendix 6.

*STRENGTHENING GOVERNANCE and LEADERSHIP

The Rutland Learning Trust has a Scheme of Delegation which clearly defines roles and responsibilities of the various levels of governance (Members, Trustees, Local Governing Body). This is reviewed annually. At all levels, Governors are clear about their responsibilities and have access to relevant training and information to support their defined roles.

Leadership and governance across the Trust will be outstanding and succession planning effective in securing leaders of a high calibre.

The Rutland Learning Trust will:

- Ensure the Board of Trustees agrees a strategy for both itself and the LGBs, with priorities for achieving the vision with key performance indicators and timeframes for review;
- Ensure there is a clear system for communicating MAT priorities from Trustees to the LGB – and from the LBG to the Trust Board;
- Develop a strategy for reporting the work of the Trust and individual academies/schools to parents, local communities and the wider influencers;
- Build capacity across the MAT to accelerate and sustain school improvement, through the creation of an executive leadership team who will support and challenge our academies/schools to deliver improvement;
- Prioritise with senior leaders the annual focus for leadership development and training across the trust that meets the needs of each academy/school;
- Deliver future leaders for our academies/schools at every level across the Trust through high- quality professional development opportunities;
- Work with the CEO, CFO and Leadership teams to ensure that the Trust responds to the needs of the academies/schools, to support the delivery of their professional development and school improvement priorities;
- Facilitate secondments and exchanges that share skills, fill vacancies, or develop capabilities that add value to the learning of the pupils/students in another academy/school within the Rutland Learning Trust;
- Review, revise and update the models of governance across the Trust, to ensure that the structure is fit for purpose and capable of meeting the priorities, is consistently compliant, and capable of holding the Central Team and Heads to account;
- To support the Board of Trustees and LGBs to have full and appropriate membership and fulfil their role successfully.

Leaders and Governors:

- Create an ethos that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils.
- Have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Use high quality professional development to encourage, challenge and support teachers' improvement.
- Create a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. The quality of teaching across each school is good.
- Design a broad and balanced curriculum inspires pupils to learn. Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British and Christian values, are at the heart of each school's work.
- Create a culture of vigilance where pupils' welfare is actively promoted. Safeguarding is highly effective. Pupils are listened to and feel safe.
- Ensure there is 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.
- Ensure robust financial parameters are maintained with all school maintaining: <75% total income on staffing, <23% of total income non-staffing costs, 2% surplus.
- Are clear and strategic with the Executive leadership team, in order to identify priorities for school improvement.
- Identify staff in the academy/school who are ready for further leadership development and to support their engagement in leadership training.
- Run in-house leadership development programmes that support succession planning in the academy/school and open-up increased training opportunities for staff in other Rutland Learning Trust academies/schools.
- Contribute to the delivery of any appropriate Leadership and CPD programmes.
- Host and take advantage of secondments and exchanges to other academies/schools and to host similar visits.
- Work with the LGB to deepen their understanding and awareness of the improvements required in the academy/school.
- Ensure members of the LGB access training to increase their capacity to hold the academy/school to account.
- Attend Trust board meetings (when appropriate) and deliver feedback on the academy's/school's progress to the highest possible standard.

APPENDIX 7.

TALENT MANAGEMENT AND SUCCESSION PLANNING

Recruitment, training and development of leaders, teachers, support staff and administrators will result in outstanding provision for all our pupils. The Rutland Learning Trust seeks to recruit, retain and develop all staff at all levels, looking to promote from within wherever possible and able to deploy staff to where they are most needed.

The Rutland Learning Trust will provide high-quality, appropriately accredited training and development opportunities, and career support. Key roles throughout the Trust will have succession plans in place.

The Rutland Learning Trust will:

- Ensure flexible staffing structures across the Trust build capacity and deliver high quality school improvement.
- Ensure a School Improvement Team is established across the Trust to deliver and support high quality school improvement so that the quality of teaching and learning in all schools is at least securely good in each school.
- Create a portfolio of school improvement specialisms to include: OFSTED Inspectors, Lead / Executive Headteachers, NLE, LLE, SLE, Lead Practitioners, Director of CPD Primary deployment.
- Develop a common talent management framework that provides clear career pathways, from teachers/staff trainees through to executive leaders.
- 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.
- Ensure systems are in place across the Trust for the best practitioners to coach & lead others.
- Train, support and empower all middle leaders to monitor performance of classroom practice.
- Monitor and support the quality of teaching across the academies/schools to provide lessons for pupils that are consistently good or outstanding;
- Build capacity to accelerate and sustain the quality of teaching across the trust; identify staff with the potential to become SLEs (Specialist Leaders in Education), NLEs (National Leaders) and Lead Practitioners and to identify those able to make a wider contribution beyond that of their own school, in order that performance increases every year in each academy/school.
- Optimise the use of the School Direct Programme for ITT.
- Ensure outstanding teachers are trained to coach and support others to become consistently good.
- 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.
- Deliver network meetings each term, so that staff recognise them as high-quality sessions that promote 'true collaboration for outstanding achievement'.

The contribution of each academy/school to this will be:

- To embed the Trust appraisal policy into each school, so that it is understood by all staff and becomes an integral component in the overall improvement of the school.
- To recruit and retain high quality staff to work in each academy/school.
- To train and develop a high-quality workforce through a range of learning opportunities.
- To support and challenge teachers, so that they consistently deliver lessons that are good and outstanding.
- To contribute to, and receive, support from the Trust School Improvement Team.
- To contribute to the design and delivery of Trust network and hub meetings.
- To host and take advantage of the secondments and exchanges to other academies/schools and to host similar visits, allowing for further staff development.

CPD, Succession Planning and Talent Management Plan 2019/20

Work experience	Teacher Training	Support staff (Teaching)	Support staff (non-teaching)	Nursery/EYFS	NQT	Teachers	Subject leadership	SENCO	Middle and Senior leadership	Governance	Head teacher	System Leadership
Annual: Safeguarding training - Prevent, First Aid, Vision and Values, Behaviour, Appraisal.												
Allocated mentor	PGCE	*Apprenticeships	*Apprenticeships	*Apprenticeships	School Induction Programme	*Apprenticeships	*Apprenticeships	*Apprenticeships	*Apprenticeships	*RLT training programme	*Apprenticeships	*Apprenticeships
Placements	EY ITT	Teaching assistant L2/3	Business and Admin L3	Teaching assistant L2/3		Level 6/7 study	Level 6/7 study	Level 6/7 study	Level 6/7 study	*Roles and responsibilities of Governors and Trustees	Level 6/7 study	Level 6/7 study
Teaching internships	Returning to teaching	Learning & Development	HR L3-L5	Learning & Development	RTSA NQT induction 6 x 1/2 days (soc programme)	Exceptional Teaching, Outstanding Learner Programme	**Networks** English, Phonics, Early reading Maths IT Science RE Sports PE	SENCO Accreditation	Data training. IDSR ASP TT		NPQH	
	Schools Direct		School business professional L2- L6		Mentor			SENCO Networks	Moderation	*An introduction to SEND Governance AND Developing the role of the SEND Governor AND next steps	NPQEL	CEO MAT Leadership Training: Business and Finance Planning; Identifying, monitoring and mitigating risk; Sustainability; Vision and Strategic Intent; Developing central support teams and services
	Schools Centred ITT	Supporting Teaching and Learning in Physical Education		Supporting Teaching and Learning in Physical Education	Assessment, moderation, Target Tracker	Assessment and moderation workshops Target Tracker		6 x Educational Psychologist meetings per year to include INSET, updates, policy development and clinics	Monitoring & evaluating Self Evaluation Planning for improvement - strategic and operational		Peer Reviews	
	Teach First		Sales, marketting and procurement L2-7									
	Troops to Teachers		Facilities management L2-5		Gallup Strengths Coach	Gallup Strengths Coach			HR having difficult conversations	*Effective Governance	New HT Induction Policy	
	Teaching apprenticeships	Supporting Teaching and Learning in Schools	Legal, finance, accounting L2-7	Supporting Teaching and Learning in nirsery	Access to Creative Networks	Access to Creative Networks	Assessment/ moderation. HUBS and LA	Dyslexia support	**First steps into Leadership Middle Leader Training**	Safeguarding Update for Governors	Weekly RLT or HUB Meetings	
		Gallup strengths coaching	PS Financials	Playwork L2/3	Grammar Training	Grammar Training	Music Hub	Peer Reviews	Gallup Strengths Coaching	*Understanding Data	Termly SI QA CEO visits	
		Mentor/ coach	Safer Recruitment		Maths Training	Maths Training	Diocese: RE network, Understanding Christianity, Planning RE, Developing SMSC, Inspiring Collective worship, Preparing for SIAMS	Add spedific school based CPD	SIAMS training	*Effective use of Sports Premium for Governors	Diocese Head teacher Conferences	MAT self evaluation and peer reviews
		RTSA Creative Networks	CPM: Personnel and Finance network meetings: Termly	ROC EYFS in the new OFSTED Framework	Visits to lead practitioners in other schools	Visits to lead practitioners in other schools			Assessment strategy	*Roles and Responsibilities of Governors AND Managing complaints, concerns and grumbling.	IDSR ASP Training	Executive leadership training: CEO, Ofsted Iinspectors, SI/QA Officers, Deputy CEO, CFO, SBM, NLE, LLE, Pupil Premium
		Grammar in the classroom		EYFS Networks					Mission Command		School Improvement Planning	
		EYFS TA		EYFS Moderation					DSL training		Further Curriculum Training	
		Exceptional TA Prog	Integris Training	Peer reviews	IRIS training	IRIS training	Pedagogy champions for school improvement		OFSTED updates - termly	*Monitoring and evaluating the curriculum	Target Tracker Assessment	Membership of Schools Forum
		ELSA	Target Tracker training		Add specific school based CPD	R&D opportunities: Maths hub, HITS, Literacy Hub project,			Peer and RLT reviews			CFO Networks: Leicestershire and Rutland
		Maths for TAs	Termly office networks						Secondments, placements, exchanges	*Chairing an effective meeting	DSL	
		Positive Behaviour Management for TAs	PD termly training / networks			Teacher exchanges and secondments	**Specific subject leadership training** Understanding data and pedagogy		LA. RCC Literacy Project	*Roles and Responsibilities of Church Governors	Safer Recruitment	Primary Strategic Lead - RTSA
		Lesson study for TA	Add specific school based CPD						NPQML		HR training	OFSTED Training
		Phonics & Early Reading				**Curriculum Planning** Intent, implementation, impact	Curriculum Planning - BIG PICTURE Intent, Implementation, Impact Subject knowledge		NPQSL			
		Support for HLTA accreditation					Monitoring & evaluating		NPQH	*Monitoring and evaluating with rigor	Access to the KEY	
		Microsoft 365 Training				**High impact Teaching Strategies HITS** *Clarity of objectives Modelling Questioning Practice Lesson design Collaboration Summarising learning and Vocabulary Challenge and differenatiation*	Precise planning for improvement		*Rutland involvement in DFE Research Schools TRC	*SIAMS - going deeper	CFO Finance Training	
		School staff meetings					Holding colleagues to account		Aspirant Heads Programme	RCC Induction training	NLE LLE Pupil Premium Champion support	
		Intervention strategies - specific to schools					Coaching and mentoring staff		SLE/Pedagogy Champion training	*Chairs/Vice of Govs/Trustees: What makes a great Chair of Governors at a Church School?	Gallup Strengths, Trustee, Leadership Coach	
		Support from Language and Literacy Consultant					Review days - Peer Reviews. Joint monitoring activities		Involvement in RLT Quality Assurance and School Improvement visits	*Termly COG / CFO meeting	Monitoring and evaluating training Linked to new OFSTED Framework	
		TA exchanges and secondments					English hub involvement: EYFS and phonics, Oracy		Two year Literacy - challenge in writing for HAPs and developing writing through: • Inspiration • Creativity • Motivation • Home Learning Transition from Nursery to Reception and Y6 to Y7.	* CEO CFO attendance at LGB		
		Peer Tutoring					Oracy Leaders programme			Case study / Question Time	Local Authority and cluster training.	
							Word Study			Access to NGA E learning modules		
										COG Buddy. LGB Peer Review: Directory of Governor and Trustee skill sets	Governor training	
											Access to NGA E learning modules	

APPENDIX 8.

STANDARDS of Achievement and Attainment

The Rutland Learning Trust will:

- Monitor and evaluate the quality of delivery and outcomes for pupils in all our academies/schools to ensure all our pupils attend good and outstanding academies/ schools and, where there is a decline, that intervention happens immediately;
- Ensure throughout each year group and across the curriculum, including in English and mathematics, current pupils make secure and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- Ensure the progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.
- Ensure pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check.
- Engage additional external scrutiny in order to provide the MAT board, the executive team, the LGB and the Heads with a reliable 'second opinion' on the performance of the academies/ schools;
- Ensure any newly-established academy has the appropriate support to deliver a secure sustained high performance, whilst building on the successes of all current academies/schools;
- Create an educational improvement team that provides the necessary support for our academies/ schools to deliver targeted intervention/challenge and become the vehicle for sharing strategies and best practice;
- Continue to identify and share the practice that has led to improved outcomes in one academy with the leadership teams in other Rutland Learning Trust academies/schools, so that more pupils/students can benefit from this practice;
- Identify, through action research, best practice strategies that academies/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;
- Continue to design a curriculum that ensures all pupils (especially the most able and disadvantaged) can confidently demonstrate that they have mastered the objective, concept, skill or knowledge. Pupils are able to articulate their knowledge and understanding clearly in an age-appropriate way.

The contribution of each academy/school to this will be:

- To improve or maintain consistency in standards that result in being judged to be 'good 'or 'outstanding' using OFSTED criteria;
- To ensure all teaching is consistently and securely good or better in all lessons and intervene where necessary;
- To continue to exceed the national floor targets each year in the key indicators by the Department for Education (DFE);
- To ensure that we continue to narrow the gap between the disadvantaged and other groups of pupils;
- To ensure that attendance figures are high for all groups of learners and staff;
- To identify staff with the potential to become NLEs (National Leaders) LLEs (Local Leaders in Education) SLEs (Specialist Leaders in Education) and Lead Practitioners and to identify those able to make a wider contribution beyond that of their own academy/school, in order that performance increases every year in each academy/school across the Trust.

TEACHING & LEARNING

Key Priorities

Rutland Learning Trust

H.I.T.S.

Billboard

Clarity of objectives

- Lessons are clear and purposeful with well-chosen objectives that inform teaching sequences.
- The effective use of success criteria ensures appropriate pitch, challenge and high expectations.
- Children fully understand what they are learning, why they are learning and how they are learning.

Lesson design

- Incremental, small step planning.
- Pupils' knowledge is consistently, coherently and logically sequenced so that it can develop incrementally over time - building on prior learning.
- Pupils are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding. They can recall information effectively, which shows that learning is durable.
- Pupils can independently, confidently and fluently use their knowledge or skills across different areas of the curriculum.
- Independent tasks that match pupils' needs accurately.
- Teachers use age-appropriate precise and technical vocabulary.

Personalised feedback and use of assessment

- Teachers check pupils' understanding systematically, identify misconceptions accurately and provide clear, precise 'in the moment' feedback. Incisive feedback 'at the point of learning improves pupils' achievement.
- Teachers use a wide range of formative assessment strategies to plan and assess pupil progress. Areas of weakness identified are fully addressed in subsequent lessons or teaching sequences.
- Pupils capitalise on opportunities to use feedback, written or oral, to improve.

Questioning to challenge and deepen understanding

- Teachers have good subject knowledge, subsequently pupils of all abilities are stretched and challenged through incisive and developmental questioning.

Pride and presentation of written work

- Pupils' work across the curriculum is consistently of a high quality. They apply the basic skills of handwriting, grammar, punctuation and spelling effectively.

Vocabulary Knowledge

Increase the % of pupils WRITING at GREATER DEPTH so that attainment is above national averages across each key stage.

Improve MATHS attainment at the end of KS2 so that outcomes are above national averages at the Expected Standard and Greater Depth.

CURRICULUM and USE of ASSESSMENT

Strengthen the school's curriculum offer to improve connectedness across all subjects and year groups to provide a broad and balanced, inspirational – knowledge and vocabulary rich curriculum.

Key Priorities - Teaching and Learning

Increase the % of pupils READING at GREATER DEPTH so that attainment is above national averages across each key stage.

All pupils have a rich reading experience that includes:

- Systematic, synthetic phonics
- Reading for pleasure - children choosing to read
- Ability to read progressively harder texts in shared, group, paired and individual reading experiences
- Vocabulary, knowledge and oracy development developing the ability to talk about and write about what has been read
- The explicit teaching of reading comprehension - inference, deduction, writers use of language, critical analysis.
- Developing pupil's ability to close read (understand words, form and function)
- Opportunities to develop fluency and expression - reading aloud to a range of audiences
- Adults reading aloud to pupils every day using challenging texts
- Inspirational, high quality texts - contemporary and favourite authors
- Research projects and competitions
- High levels of parental engagement: workshops, supporting and valuing reading at home