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

By **‘Working Together** to **Sustain Excellence** and **Transform Learning’**   
we believe that we can improve outcomes for all children – today and tomorrow.

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!

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**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.

**Our Academies**

* Provide a broad, balanced and inspirational 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 – reinforced through our Christian values.

**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.

**Christian Values:**

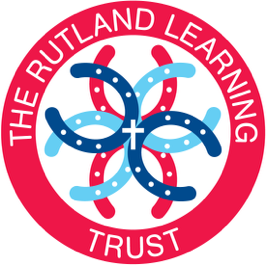
**Joy, Kindness, Patience, Faithfulness, Unselfishness, Honesty, Tolerance,   
Forgiveness, Loyalty, Trust, Empathy, Love**

**Through our Christian commitment…**

* We will provide a warm, caring and Christian atmosphere in which children feel happy and secure and therefore receptive to learning.
* Children will gain an understanding of the Christian faith and what it means to be part of the world wide Anglican family.
* We will promote the values of love, trust and forgiveness as shown to us through the teachings of Jesus.
* Children will develop a social, spiritual and emotional awareness through these teachings.
* Children will be 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 will receive a broad, balanced and inspirational education, including the exploration of faith questions that will provide the basis of a successful, informed life.

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| Vision |  | **The Rutland Learning Trust Strategic Overview**  *Providing outstanding education for all pupils – today and tomorrow!*  2016-2020  *World-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.* | | | | | | | | |
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| 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)* | | |
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| Delivery priorities |  | Ensure The Rutland Teaching School Alliance provides effective school improvement | Ensure flexible staffing structures across the Trust to build capacity and deliver high quality school improvement | | Ensure effective talent management and succession planning | Refine our Pupil Premium Strategy | | Ensure high quality teaching | | Build character and the 6Rs |
| Strengthen Governance | Promote strategic growth of the Trust | | Raise standards of achievement | | | Enhance our Trust enrichment programme | | Strengthen the whole-school learning environment |
| Support our families | Sustain and enhance our relationship with the Diocese, local churches and local community | | Enhance learning using emerging technologies (at home and at school) | Stretch and challenge pupils of all abilities | | Improve our approach to curriculum planning, assessment and reporting: Planning and Assessment | | Creating a centre of excellence at each school |
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| 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 | |
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| Values |  | The Rutland Learning Trust promotes high achievement and learning for life through our commitment to NICE/EPIC LEARNING.  Alongside our Christian and British values, vision and ethos, this underpins everything we do. | | | | | | | | | |

The Rutland Learning Trust Strategic Intent

*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**   
*(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)*

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| **Working Together**  *(Real, genuine and planned collaboration)* | Key Performance Indicators | 2015/16 Actions/Impact | 2016/17  Next Steps | 2017-18 |
| The Rutland Teaching School Alliance (RTSA) provides effective school improvement | Please refer to the  RTSA Transformation Plan  for specific KPIs  Ensure The Rutland Teaching School Alliance provides effective:   1. **School-led initial teacher training** 2. **NQT support** 3. **High quality professional development opportunities** 4. **School to school support** 5. **Deployment of Specialist Leaders of Education Identification and development of staff with high leadership potential.** 6. **Research and development that impacts on pupil outcomes: Action Research** | Successful application for National Leader in Education and National Support School.  Sponsor status achieved.  The Rutland Teaching School Alliance is making good progress as evidenced against key performance indicators in the BIG 6: Please refer to the RTSA Transformation Plan for more specific details  The RTSA is a member of EMSTA (East Midlands Teaching School Alliance - strategic group and support network). This enables the RLT/RTSA to have a more strategic voice for Rutland – system leadership; developing a school lead system.  Developing partnerships with other local schools and Teaching Schools contribute to, and develop, the alliance’s capacity to offer school improvement work. | Appoint CPD Director (Primary) for 2 days per week  Review impact of the Rutland Teaching School Alliance using the quality assurance framework. Good progress is evidenced against key performance indicators in the BIG 6 and outlined in the Transformation Plan.  Mini-region maturity action plan is created and shared with all RTSA Trustees and RLT Trustee.  1. SCITT bid in collaboration with NTU Explore opportunities to be aligned with an University Technical College (UTC)  2. Ensure all Appropriate Body work continues to meet statutory requirements and reflects best practice. NQT training events are well attended and evaluations are high.   3. CPD Training focuses on agreed Local Authority and school based strategic priorities and intelligence gathered from local networks of schools  4. Develop a shared protocol of how school to school support is brokered and deployed between the LA, NLEs, SLEs, and the RTSA. Develop PAY POLICY and protocols.  5. SLE/NLE appointments and deployment show high impact on school improvement. Review of the talent management and succession planning documentation to include NQT, NQT+1 and RQT.  6. Action research – create R&D programme in conjunction with NTU based on local intelligence.  Develop partnerships with other local schools and Teaching Schools to contribute to and develop the alliance’s capacity to offer school improvement work. Review the structure of the RTSA Leadership and Governance.  Develop training and conference facilities at Whissendine and Ketton. |  |
| Strengthen Governance | **OFSTED Leadership and Management grade will be outstanding in all schools within 2 years of joining the Trust/ at first OFSTED Section 5 Inspection – whichever is the sooner**  **100% skills coverage at all times: Education, legal, HR, business – as evidenced through an annual skills audit**  **Robust financial parameters are maintained:  All school maintaining: <75% total income on staffing, <23% of total income non-staffing costs, 2% surplus**  **Self evaluation 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).** | OFSTED Leadership and Management is graded as good or outstanding at each school (LA, Self evaluation, Section 48 Inspection Reports and INSTEAD). Please also refer to SEF Summary Documentation for each school – LGB minutes.  100% skills coverage at all times across the Trust: Education, legal, HR, business – as evidenced through the annual skills audit.  Robust financial parameters has been maintained:  <75% total income on staffing,  77% Ketton 75% St Nicholas  72% Whissendine  Surplus 2.7% Ketton 1% St Nicholas  2% Whissendine  Vision and strategic aims of the Trust reviewed and shared with LGBs.   A delegated and accountability framework is fully established for each level of Governance: Members, Trustees and LGB.  Through training and induction almost all Governors understand their roles and responsibilities as Members, Trustees and Local Governors (as an Academy and Church school).  Governor responsibilities are informed by a skills audit and aligned to the strategic priorities of the school.  Almost all Governors understand the rationale and implications (accountability process) of being part of a Multi-Academy Trust, National Support School and Sponsor Academy.  Almost all Governors are aware of the main targets in the school’s Way Forward Action Plan (School Improvement Plan).  Almost all Governors have a good understanding of the steps required to secure the outcomes identified in the Way Forward School Improvement Plan, Self Evaluation Summary and Leadership reports.  Governors have a clear understanding of the strengths of the school, areas for improvement and key actions to be undertaken.  LGB minutes and monitoring visits show that Governors are beginning to provide more challenge to school leaders about their actions and evidence of impact.  Governors can confidently review and evaluate the impact of our Pupil Premium and Sports Funding strategy on pupil outcomes.  Safeguarding procedures are fully embedded and are highly effective - Safeguarding audits are updated as part of Governor monitoring visits and the school leadership report to LGB. | Review the vision and strategic aims of the Trust **and individual schools** informed by self-evaluation, SWOT and PESTLE analysis.  The Governor competency framework and external reviews ensure all Governors know and understand their roles and have a deep awareness of the vision, strategy, OFSTED accountability frameworks.  Succession plan created for all LGB and Trustees in place by February 2016.  Appoint Pupil Premium Champion (Trustee) to REVIEW Pupil Premium in each school.  Invest in Business Intelligence software to provide interactive data dashboards: standards, finance and strategic planning – funding permittting  Termly CoG meetings with Exec HT and CoT.  Attend Executive HT/CEHT training events and system leadership networks.  Develop a RLT Website (including mobile features) and intranet for the Trustees and each LGB by November 2016.  Full review of Central Services, value for money and group procurement. Policies and procedures incorporated into the RLT Financial Procedures Handbook.  Investigate and evaluate National Framework for Procurement; Efficiency Metric (benchmarking exercise – Report Card to Trustees).  Evaluate the effectiveness of Trustee Governance using The 10 Characteristics of Successful Multi Academy Trusts maturity matrix at the end of the Academic Year. | Review the vision and strategic aims of the Trust  Update the Trust financial aims and strategy  External review of Governance for each LGB: Governor Competency Framework – self evaluation  Review Scheme of Delegation, Terms of Reference and Decision Planner  Leading Governors to offer peer support and challenge to colleagues in new Academies |
| Support our families | **OFSTED Behaviour and Safety grade will be outstanding in all schools within 2 years of joining the Trust/ at first OFSTED Section 5 Inspection – whichever is the sooner.**  **All parents have free access to a suite of family learning events: strengthening our ability to provide early intervention for pupils and families with emerging needs.**  **We are Safe and Healthy schools: strategies are in place to promote high attendance (98%), mental health and well being.**  **Parental surveys and other monitoring activities indicate high levels of satisfaction and engagement with the schools: 90% of parents agree or agree strongly to - Leadership and Management, Happiness, Quality of teaching, Curriculum offer and Behaviour statements.** | OFSTED Behaviour and Safety is graded as outstanding at each school (LA, Self evaluation, Section 48 Inspections, INSTEAD). Please also refer to SEF Summary Documentation for each school – LGB minutes.  All parents have access to a suite of family learning events at each school – and across the Trust. Families and parents are aware of our curriculum offer: What we teach, how we teach and how they can support their children at home. (Website, showcase events, newsletters, Social Media)  Families are more involved in school life, in particular with projects that affect their children’s progress.Parental surveys and other monitoring activities indicate high levels of satisfaction and engagement with the school: (90% of parents agree or agree strongly)… - Effectiveness of communication is at least good in each school.  - Standards and progress; refer to data dashboards - Pupil happiness is securely good with many outstanding aspects - Safety and behavior is outstanding - The Quality of teaching and learning – securely good with outstanding aspects - Quality of L&M is good or outstanding | Review our approaches to reporting to parents so that our families have clear and timely information on how well their children are progressing in relation to the standards expected. ‘Chance to Share’ (or similar) days will be planned regularly (at least three times) throughout the year to complement our usual Parent Consultation Evenings.   All families will have daily broadcasts using social media to showcase learning in school and provide a purposeful home- school communication pathway.  Appoint Lead Practitioner/Learning mentor to: -Create a suite of events to involve families in school life, in particular with projects that affect their children’s progress;  -Ensure parents are given guidance about how to support their child to improve -Provide clear and timely information on how well their child is progressing in relation to the standards expected – reports and publications.  All schools to 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.  Language and literacy coordinator to support early speech development across the Trust. 10 days in each school.  Curriculum offer review – to include explicit teaching of SEAL, 6Rs, Mindfulness (yoga trial) and Prevent.  Establish Curriculum ‘Learning Teams’ to review and evaluate the impact of our new curriculum; coach, share and disseminate great practice.  New curriculum published for all stakeholders December 2016 or earlier.  Recognise and celebrate pupil and family achievements through awards ceremony/evening, accreditation, recognition certificates and competitions.  Review our Pupil Premium and Sports Offer – determine a shared strategy across the MAT  Full review of school based interventions using the Teaching & Learning Toolkit - Education Endowment Foundation | Lead SENDCo to champion inclusion across the Trust.  Appoint Lead Practitioner/Pupil Premium Champion to evaluate PP strategy.  Full review of school based interventions using the Teaching & Learning Toolkit Education Endowment Foundation  Review impact of Language and literacy coordinator/ Mindfulness/Yoga/ Emotional First Aaider |
| Ensure flexible staffing structures across the Trust build capacity and deliver high quality school improvement | **OFSTED Leadership and Management grade will be outstanding in all schools within 2 years of joining the Trust/ at first OFSTED Section 5 Inspection – whichever is the sooner**  - A School Improvement Team is established across the Trust to deliver high quality school improvement.  -Increase, in depth and scope, the range of leadership and teaching expertise across the Trust -Create a portfolio of school improvement specialisms to provide S2S support - Ensure quality assurance systems are in place across all schools to monitor and evaluate performance | Successful application for National Leader in Education and National Support School.  Sponsor status achieved.  OFSTED L&M is graded as good or outstanding at each school (LA, Self evaluation, Section 48 Inspections, INSTEAD). Please also refer to SEF Summary Documentation for each school – LGB minutes.  We have Increased, in depth and scope, the range of leadership and teaching expertise across the Trust (NLE, Leading teacher/SLE applications)  A School Improvement Team: Executive HT, HT, NLE, SLE, Lead Practitioners to provide school improvement visits has been established. Impact: Langham OFSTED Report and Re-inspection report.  Quality assurance systems are in place across all schools to monitor and evaluate performance.  Staffing structure across the trust have been reviewed: specialist teachers for PE/Sports, Music, Languages, Mindfulness… have been appointed | Appoint CPD Director (Primary) for 2 days per week: S2S support/ Coaching  Update CPD Succession Planning/ Talent Management documentation  Director of Primary – GALLUP Strengths based coaching accreditation  Create a portfolio of school improvement specialisms to provide S2S support – Sponsor Capacity Fund application.  Aspirant NLE, LLE training toolkit to support succession planning and system leadership.  Identify potential aspirant LLEs  Appoint Deputy CEO (Executive Headteacher) to provide support and challenge for schools  Review opportunities to employ specialist staff e.g. educational psychologist, SENCO across the Trust. Each school to have an SEN specialism e.g dyslexia, Downes, Aspergers, Working memory, Early Language intervention etc.  Increase portfolio of school improvement specialisms to provide S2S support -, the range of leadership and teaching expertise across the Trust (Leading teacher/SLE appointments)  Review impact of School Improvement Team: Report to Trustees and DfE RSC. | Review staff 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 |
| Promote strategic growth of the Trust | **Sustainable and progressive strategic growth in line with Governments funding strategy (10-12 schools / or over 1200 pupils by 2020: Up to 3 schools per year)**  -Ensure READINESS:  Capacity and capability to raise outcomes; provide high quality school improvement and ensure financial sustainability  (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) | Successful application for National Leader in Education and National Support School.  Sponsor status achieved.  Langham CE Primary School working towards becoming part of the RLT in 2016. Currently working via a memorandum of understanding. Consultation to begin September 2016.  **“Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection in order to become a good**  **school.” OFSTED July 2015**  Reviewed protocol and methodology for growth and school improvement: Succession planning, financial strategic plan, due diligence documentation and risk management. **(PLEASE REFER TO GROWTH PRESENTATION)**  RLT fully engaged in conversations with local schools re formalized collaboration and academisation.  Facilities management review: Appointed Lead Premises Officer | Growth plan agreed and in place by November 2016  Up to 3 additional schools to join RLT MAT. (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).  Langham CE Primary School to join RLT MAT by December 2016  RLT Website completed by November 2016  Introduce new financial management infrastructure: - Appoint Admin Support  - Set up new finance management software  - Establish central services provision - Establish group procurement operation  Due Diligence EXTON CE PRIMARY SCHOOL  Application for DfE Capacity funding, to: -Provide IT infrastructure related to growing the trust, including data reporting and finance packages -Appoint/nurture leadership capacity across the Trust including business administrator and PA for Exec HT -Utilise educational experts - Appoint Trust Business Admin support across the RLT  Suitability and condition survey for all schools to inform capital allocations and funding priorities  Implement a new Financial Management system across the Trust. Centralised policy and procedures.  Fully develop group procurement strategy  Review reserves policy  Introduce investment policy  Establish a central capital fund for small school projects that fall outside of the CIF funding streams. | Up to 3 additional schools to join RLT MAT (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).  Explore opportunities for Free Schools: Centre of Excellence/Specialisms strategically and geographically positioned around the county  External review of all support services |
| Sustain and enhance our relationship with the Diocese, local churches and local community | **SIAMS INSPECTION All areas will be graded as outstanding in each school within 2 years of joining the Trust/ at first SECTION 48 Inspection – whichever is the sooner.** | All schools in our MAT have now achieved Outstanding in each area of the Section 48 SIAMS Denominational Inspection.  St Nicholas – July 2016 Section 48 Inspection: Outstanding in all areas:  -Overall Effectiveness: Outstanding - The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners - The impact of collective worship on the school community is outstanding - The effectiveness of the religious education is outstanding - The effectiveness of the leadership and management of the school as a church school is outstanding. | Utilise the Diocese SLA to support school improvement, quality assurance, governor support, CPD and bespoke projects.  Establish a “working relationship’ with the Diocese to support ‘hard to reach’ Rutland Schools and schools requiring significant support.  Cultural difference and diversity projects across the Trust. In collaboration with the Diocese, establish sustainable learning partnerships and projects locally, nationally and internationally. | Utilise the Diocese SLA to support school improvement, quality assurance, governor support, CPD and bespoke projects |

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| **Sustaining Excellence**  *(Raising standards of achievement)* | Key Performance Indicators | 2015 - 16 | 2016-17 | 2017-18 |
| Raise standards of achievement | **Standards in achievement and attainment at all schools are consistently high; well above national and local averages at EYFS, KS1 and KS2**  **From each different starting point, the proportions of pupils making and exceeding expected progress measures in English and in Mathematics are high compared to national figures.**  **The percentage of pupils attaining the expected standard Reading, Writing and Mathematics combined are well above floor targets and national averages.** | Please refer to the performance data in the Trustees report: Summer 2016.  EYFS: GLD and progress measure are very high compared to the National picture. Continued priority is to stretch and challenge our pupils so that a greater percentage exceed the ELG in identified areas and attain at least in line with 2015 EYFS LA averages.  Year 1: 100% in each school achieved the expected standard in the phonics screening test.  KS1: All schools high and above the National picture in each subject area.  KS2: Reading/Writing and GPAS – all schools above the National Average.  Whissendine in line with the National Picture for maths – Ketton and St Nichs above.  Progress Measure  Ketton: Reading 1.2, Writing -2.8, Maths 0.7  St Nicholas: Reading -1.3, Writing -1.7, Maths -1.3  Whissendine: Reading 2.2, Writing 0.1, Maths -4.3 | SCHOOL DATA TARGETS  Ensure standards in achievement and attainment at all schools are consistently high; well above national and local averages at EYFS, KS1 and KS2.  From each different starting point, the proportions of pupils making and exceeding expected progress in English and in Mathematics are high compared with national figures.  The progress of disadvantaged, service or higher attaining pupils pupils matches or is improving towards that of other pupils nationally.  Full review of school based interventions using the Teaching & Learning Toolkit | Education Endowment Foundation | SCHOOL DATA TARGETS  Ensure standards in achievement and attainment at all schools are consistently high; well above national and local averages at EYFS, KS1 and KS2.  From each different starting point, the proportions of pupils making and exceeding expected progress in English and in Mathematics are high compared with national figures.  The progress of disadvantaged, service or higher attaining pupils pupils matches or is improving towards that of other pupils nationally.  Full review of school based interventions using the Teaching & Learning Toolkit | Education Endowment Foundation |
| Stretch and Challenge | **Standards in achievement and attainment at all schools are consistently high; well above national and local averages at EYFS, KS1 and KS2.**  **The percentage of pupils working at greater depth in each subject area is well above NA.**  **66% of pupils will attain above average scaled scores in each subject area.**  - Stretch and challenge our most able pupils whilst providing personalised support for those children with additional needs  -Routinely plan for mastery and depth | Please refer to the performance data in the Trustees report: Summer 2016.  EYFS: GLD and progress measure very high compared to National picture. Continued priority is to stretch and challenge our pupils so that a greater percentage exceed the ELG in identified areas and attain at least in line with 2015 EYFS LA averages.  KS1: All schools high and above the National picture in each subject area.  % working within the expected reading standard but at **greater depth**  Ketton: 33%, St Nichs: 24%, Whiss: 41%  % working within the expected writing standard but at **greater depth**  Ketton: 26%, St Nichs: 14%, Whiss: 38%  % working within the expected maths standard but at **greater depth**  Ketton: 30%, St Nichs: 19%, Whiss: 34%  KS2  Reading:  % above the national average scaled scores Ketton: 59%, St Nichs: 67%, Whiss: 52%  Attainment of scaled score 110+  (HIGH SCORE)  Ketton: 33%, St Nichs: 33%, Whiss: 15%  Writing  % working at greater depth within the expected standard  Ketton:10 %, St Nichs: 33%, Whiss: 37%  GPaS:  % above the national average scaled scores Ketton: 48%, St Nichs: 75%, Whiss: 58%  Attainment of scaled score 110+  (HIGH SCORE)  Ketton: 35%, St Nichs: 17%, Whiss: 11%  Maths:  % above the national average scaled scores Ketton: 66%, St Nichs: 67%, Whiss: 33%  Attainment of scaled score 110+  (HIGH SCORE)  Ketton: 21% St Nichs: 33%, Whiss: 0 | 95% of children will achieve their individual targets – as indicated through cohort and individual tracking and scrutiny of PAGs.  End of key stage achievement data shows that all HAPs are making good progress – in line or above their national counterparts.  Cross Academy projects for our HAPs focus on developing Mastery and Deep learning: fluency, reasoning and problem solving – application of new skills and knowledge.  Appoint Lead Practitioner to Stretch and Challenge our HAPs across the MAT – competitions and projects from Term 5. | 95% of our HAPs pupils make at least nationally expected progress measures as outlined in the PAGs and Test Base assessment materials.  95% of children will achieve their individual targets – as indicated through cohort and individual tracking and scrutiny of PAGs.  End of key stage achievement data shows that all HAPs are making good progress – in line or above their national counterparts.  Cross Academy projects for our HAPs focus on developing Mastery and Deep learning: fluency, reasoning and problem solving – application of new skills and knowledge. |
| Talent Management and Succession Planning | **80% of teachers pursuing career progression/development training route within the last three years**  **<5% of posts are advertised twice**  **90% retention of recently qualified teachers**  **80% retention of outstanding teachers**  **Staff attendance >95% in all schools**  **At least 80% of staff record high levels of well being**  **Staff surveys and appraisal demonstrate high levels of engagement and satisfaction at school** | All teachers pursuing career progression/development training route within the last three years  No posts are advertised twice  100% retention of recently qualified teachers  90% retention of outstanding teachers  1 teacher has left teaching  Staff attendance >95% in all schools  Identify and develop staff with high leadership potential: bespoke programme of support in place at each school.  Appointed: Director of Teaching including CPD (Rutland Teaching School Alliance and RLT) for 2 days per week  SLE applications/appointments   (Maths, English, EYFS, Assessment )  SLEs focus on developing leadership capacity and school improvement  Lead Premises officer appointed  Middle Leaders lead by example and are more able to hold colleagues to account for the outcomes for all pupils. They are are more able to: - Make accurate judgements of the school’s performance - standards.  - Understand how well our pupils attain and achieve.  - Track pupil progress from starting points, towards targets, within and beyond milestones.  - Independently evaluate the quality of provision - our curriculum offer, the quality of teaching and impact of intervention.  -Make accurate evaluations and identify specific improvement priorities within appropriate timeframes and cost  - Demonstrate that they have improved pupil outcomes by mentoring and coaching staff. | Establish Curriculum ‘Learning Teams’ to review and evaluate the impact of our new curriculum; coach, share and disseminate great practice. New curriculum published for all stakeholders October 2016.  Create and implement a talent management and succession planning CPD framework (based on the 2016 standards) in each school and across the Trust (align with the Rutland Teaching School and LA key priorities) to include targeted training opportunities for support staff and teaching assistants  Extend the Director of Teaching appointment to include a school improvement/lead practitioner role: SLEFacilitator/Trainer, coaching, mentoring, advising, training, planning, policy development, data analysis.  Targeted CPD for identified individuals: NPQH, Aspirant Head-teacher Programme, NPQML, Pathways to leadership NCTL, SENCO Accreditation, Developing leaders for tomorrow, Coaching  Create and implement RLT Leadership Induction Programme: as part of weekly/termly leadership meetings by December 2016  Utilise specialist support from other Heads of School/Head-teachers in the Trust. Allocate funds for training and accreditation.  Improve standards in Maths, English, EYFS and IT by identifying, appointing and deploying leading teachers to support colleagues across the Trust (application process)  SLE appointment (English, EYFS, Curriculum, IT, Use of Assessment)  SLE focus on developing leadership capacity  OFSTED type training for all Head-teachers: Lesson observation, evaluation frameworks, QA for INSTEAD: reliability and validity of judgments  Gallup – Strengths based coaching accreditation for Director of CPD  Gallup Q12 Satisfaction surveys introduced to al members of the team during appraisal.  Utilise the new CPD standards to Identify and develop staff with high leadership potential  Create and implement a bespoke talent management and succession planning CPD framework in each school and across the Trust to include targeted training opportunities for support staff and teaching assistants  Establish SLE/NLE brokerage and deployment framework; linked to Strategic Action Planning and LA priorities | Appoint leading head teachers to offer peer support and challenge to colleagues.  Bespoke RLT Programme for Aspirant Head-teachers/Leaders of Tomorrow – develop reflective leadership practice though strengths based coaching  Improve standards in IT and Maths by appointing and deploying leading teachers. |
| Enhance learning using emerging technologies (at home and at school) | **Almost all pupils achieve the nationally expected – age related standard in IT – 30% will be working at a greater depth.**  **All Year 5/6 pupils will complete the RLT Coding Award – or similar.**  **All pupils will have full access to the school website and Microsoft 365 in lessons and at home: Word processing, presenting apps, email, document storage, blogs etc**  **All families will have daily broadcasts using social media to showcase learning in school and provide a purposeful home- school communication pathway.** | Microsoft 365  Access for all staff and governors to improve communication and inculcate sharing best practice.  St Nicholas and Governors have created a RLT Coding Award to be taught across KS2.  All families have daily broadcasts using social media to showcase learning in school and provide a purposeful home- school communication pathway. | Microsoft 365 access – accounts and emails for all pupils.  Reviewed curriculum offer to include: E-safety, Programming, Handling Data Multi-media, Technology in our lives. Audit of hard/software – aligned to new POS (PAG).  All schools to undertake a full IT audit to inform a 3 year replacement, development and training programme.  Each school to host extra curricular IT and homework clubs to support learning for disadvantaged and HAPs.  All schools to review impact of social media– the daily broadcast to parents and families. Class DoJo/ Twitter etc  All Y5/6 pupils to complete the RLT Coding and IT Award. | Microsoft 365 access – accounts and emails for all pupils.  Each school to have an access to an IT Champion across the Trust (application process)  All pupils across the Trust to have full access to IT equipment to support learning in school – new curriculum POS  Each school to host extra curricular IT and homework clubs to support learning for disadvantaged and HAPs.  All Y5/6 pupils to complete the RLT Coding and IT Award. |
| Refine our Pupil Premium/Inclusion Strategy | **In all schools the progress across the curriculum of disadvantaged pupils, service pupils, disabled pupils and those with special educational needs matches or is improving towards that of other pupils with the same starting points.**  **Innovative and creative approaches to intervention facilitates good attendance (98%), emotional well-being, 100% access to extra curricular activities and inculcates high achievement.**  **Bespoke and targeted support enables all disadvantaged children to make progress in line with their peer group.** | Each school has a shared Pupil Premium Strategy and evaluation framework using research to inform best practice. Bespoke and targeted support enables our PPG children to make progress broadly in line with their peer group. The attainment GAP in each school remains broadly similar to other Rutland schools.  Our Local Offer is published and held as an example of good practice.  Provision maps in place for all Disadvantaged/SEND – please refer to the impact statements and data dashboards for each cohort for progress measures.  Innovative and creative approaches to intervention facilitates good attendance (>97% in each school), emotional well-being of these pupils, 100% access to extra curricular activities – before and after school. | Whole school reviews of Pupil Premium Strategy, Policy and Evaluation Framework.  Bespoke and targeted support enables our PPG children to make progress in line with their peer group. The progress of disadvantaged or service pupils matches or is improving towards that of other pupils nationally. 90% of pupils make at least expected progress measures as outlined in the PAGs  Innovative and creative provision ensures good attendance, emotional well-being, access to extra curricular actives and improved achievement.  All pupils have access to a trained Time to Talk – Learning Mentor. |  |

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| **Transforming Learning**  *(Improving the quality of teaching and learning, curriculum and use of assessment)* | Key Performance Indicators | 2015 - 16 | 2016-17 | 2017-18 |
| High quality teaching – Curriculum and use of assessment | **The quality of teaching is at least good in each school. There is no inadequate teaching. 100% good or better.**  **All schools to attain an OFSTED grading of 1 within two years of joining the Trust, at first Section 5 Inspection – whichever is soonest.**  **The outstanding use of formative assessment; underpinned by a strong commitment to EPIC/NICE LEARNING, ensures the quality of teaching is at least good in each school.**  *We ensure consistently high quality teaching and learning by:*  - Embedding our NICE/EPIC Teaching and Learning Framework: Setting high expectations, which inspire, motivates and challenges all pupils. Fine-tune practice and pedagogy to re-affirm consistently good and outstanding teaching and learning - Promoting good progress and outcomes by pupils  - Planning and teaching well structured teaching sequences - Demonstrating good/outstanding subject knowledge - Making accurate and productive use of assessment to secure pupil progress.  - Adapting teaching to respond to the strengths and needs of all pupils.  - Assessing pupils’ work accurately to identify next steps in learning. | Teacher Profiles show that all lessons (100%) are judged as securely good (over 30% outstanding in each school).  OFSTED Grading for the quality of teaching Ketton 2, St Nicholas, 2 Whissendine 1.  Teachers reinforce an expectation that all pupils are capable of achieving high standards.  Teachers are beginning to plan and teach for mastery and depth – stretching and challenging all pupils.  The quality of presentation in all books is at least good in each school.  Our remodelled curriculum enables almost all pupils to achieve age related expectations across all subjects in our PAGs.  Teachers use a range of questioning techniques. Monitoring shows teachers use precise questioning in class to test conceptual and procedural knowledge and assess pupils regularly to identify those requiring intervention so that almost all pupils keep up.  Lesson observations show that questioning/planning in maths is beginning to develop fluency, reasoning and mastery of key objectives for all pupils.  Teachers provide pupils with incisive feedback to ensure visible, rapid progress and enable pupils to know how to improve their own learning (at the point of learning).  Pupil interviews indicate that all pupils know what they do well, what they need to improve, and how to do it (targets are well embed in most classes in each school).  AfP strategies (including targets) are embedded in routine classroom practice in each setting. | QFT: High quality teaching challenges all learners, consistency of teaching & provision across the Trust. INSTEAD/QA strategies ensure the quality of teaching and learning is at least good with many examples of outstanding practice.  Update EPIC /NICE Learning Framework based on latest research and best practice.  Emerging trends for 2016: - Closing the Gap with disadvantaged pupils  -Stretch and challenge all pupils  -Increase teacher/teaching assistant subject knowledge to fully develop their understanding of Mastery and Deep learning across all subjects.  - Use teaching sequences to introduce subject content progressively and provide dedicated time to embed knowledge, understanding and skills securely – working independently and collaboratively across the curriculum.  Fine-tune practice and pedagogy to re-affirm consistently outstanding teaching and learning: Way Forward Action Plan addressees recommendations and priorities identified in the SEF Summary and Leadership Reports to LGB.    Refine assessment strategy:  UPDATE PAGs and Management tracking system - moderation across school, Trust and Academy.  Embed our learning to learn curriculum further: EPIC/NICEC 6Rs, independence, collaboration and growth mindset (metacognition).  Continue to develop the role of middle leaders to secure better outcomes for pupils.  Explore Teacher Exchange Programme. | QFT: High quality teaching challenges all learners, consistency of teaching & provision across the Trust. NSTEAD/QA strategies ensure the quality of teaching and learning is at least good with many examples of outstanding practice.  Update EPIC /NICE Learning Framework based on latest research and best practice.  Explore Teacher Exchange Programme – evaluate and extend. |
| Enhance our Trust enrichment programme | **All pupils are involved in enrichment activities across the school/Trust .**  **All pupils have access to intra/inter school competitions and activities across the Trust and county.** | All KS1 and KS2 pupils have been involved in enrichment activities.  All KS2 pupils have access to intra school competitions and activities across the Trust  e.g. Math academies, Writing academies and a calendar of competitive and non-competitive sporting events  All upper KS2 pupils took part in the first RLT Musical Festival – extremely positive feedback from Governors, staff and pupils.  Character Grant Application £100K | As part of our EPIC/NICE Learning entitlement, enhance our enrichment programme across each school – new activities, visits, visitors and staff.  Determine a shared Sports Premium Strategy in align with RCC school sports partnership or RTSA Sports Offer.  Determine a joint Inclusion Local Offer  RLT intra school competitions and activities: Math academies, Writing academies, Creative Arts, Go MAD shared school councils and a varied calendar of competitive and non-competitive sporting events: Reading/Writing/Spelling/Enterprise competitions (PPG and HAPs)  RLT Music Festival and Talent Show  RLT Artist in Residence  Instigate an annual RLT celebration/awards evening.  Peer tutoring established across RLT.  Investigate GALLUP accreditation.  Introduce RLT Independent Learning Award/Dare Award: Awards Ceremony |  |