



Self-Evaluation

THE 10 CHARACTERISTICS OF SUCCESSFUL MULTI ACADEMY TRUSTS

Rob Gooding

The Rutland Learning Trust



The 10 Characteristics of Successful Multi Academy Trusts

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!

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 10 Characteristics of Successful Multi Academy Trusts

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 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 be safe and all will be supported, whatever their needs.

The Rutland Learning Trust aims for all 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 our region. We are committed to adding real value to our communities, 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. Our academies will need to respond to the challenge of creating and responding to this changing political and economic landscape.

Our strategy is ambitious and exciting; it reflects our locality and the needs of our children. Our education system is in a state of fundamental change as we move to a self-improving system that reduces central government control in favour of a school-led system. This provides a great opportunity for all of our schools to take the lead and create a system that our children deserve.

Bold and dynamic leadership, at all levels, is fundamental to help transform our local education system. We need to develop and own this new system together and take risks to ensure all our learners, regardless of their starting point or background, have their needs met and thrive in the learning communities that we create.

Our challenge is to continue our journey in improving systems so that all the academies within the Rutland Learning Trust are 'outstanding', not only in terms of their Ofsted judgement, but also in the eyes of our learners, staff, families and our wider community members.

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Vision	The Rutland Learning Trust <i>Providing outstanding education for all pupils – today and tomorrow!</i> <i>World-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.</i>					Vision Overview 2016-2020
Aims	Working Together <i>(Real, genuine and planned collaboration)</i>		Sustaining Excellence <i>(Raising standards of achievement)</i>		Transforming Learning <i>(Improving the quality of teaching and learning, curriculum and use of assessment)</i>	
	Promote strategic growth of the Trust	Ensure flexible staffing structures across the Trust build capability and capacity to 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	Ensure The Rutland Teaching School Alliance provides effective school improvement	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	Create a centre of excellence or specialism at each school
Financial Aims Critical Success Factors	Demand Pupils numbers, reputation and credibility		Value for Money Growth 10 – 12 schools over three years	Effectiveness Funding National funding formula, sponsorship, grants	Sustainability 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. Alongside our Christian and British values, vision and ethos, this underpins everything we do.					

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The ten characteristics below establish a definition that categorises development against four possible stages of MAT maturity.

- **Beginning** - this could as the definition suggests, just be an indicator that the trust is new and that whilst the characteristic has been identified as being important, the progress is embryonic and developmental.
- **Developing** - this moves beyond the recognition that the Trust must develop this area and that it has made a strong start. It also suggests that this stage of development is starting to embed stronger and better practice in the schools to sustain their improvement.
- **Embedding** - this is the stage of development that would suggest that the characteristic is moving from being developed and embedded to producing sustained quality.
- **Leading** - as the definition implies, a MAT that was leading in all characteristics we would be confident that the organisation was strong, sustainable and ready to expand or support other MATS if that was desirable. One of the most effective organisations in its region and a leading player nationally.



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OVERALL PERFORMANCE	Beginning	Developing	Embedding	Leading
<p>SELF ASSESSMENT</p> <p>There is clear evidence that the outcomes for young people who are educated within the MAT are exceeding previous performance and national expectations.</p>	<p><i>The Trust outcomes for pupils in terms of attainment and the progress they are making from KS1 to 2 are not yet at national averages in more than half of the academies in the trust.</i></p>	<p><i>The Trust outcomes for pupils in terms of attainment and the progress they are making from KS1 to 2 or are in line with national averages in more than half of the academies in the trust.</i></p>	<p><i>The Trust outcomes for pupils in terms of attainment and the progress they are making from KS1 to 2 are above national averages in more than half of the academies in the trust.</i></p>	<p><i>The Trust outcomes for pupils in terms of attainment and the progress they are making from KS1 to 2 are significantly above national averages in all of the academies in the trust.</i></p>
<p>Evidence Base</p> <p>School Data Dashboards RLT Data Capture RAISE/ FFT SID (School Improvement Document)</p>	<p style="text-align: center;">Emerging Priorities and Next Steps</p> <p>Emerging 2017 HEADLINES (This data set includes scripts have been sent back for re-marking as the assessment criteria has been incorrectly applied for these pupils. It is assumed that these appeals have been successful and the appropriate marks awarded - data dashboards below reflect these amendments).</p> <ul style="list-style-type: none"> • Compared to the local and national picture, attainment and achievement in RLT schools is at least good in almost all subjects at key assessment/checkpoints. (EYFS, Y1, Y2 and Y6). Outstanding in some. • Progress across EYFS and KS1 is at good. Outstanding in some. <p>Notable successes include: St Nicholas for consistently strong EYFS, Y1 and Y2 performance; Langham KS1 results given the turbulence in their Year 2 class, best results the school has ever had in EYFS and Y1!</p> <ul style="list-style-type: none"> • Progress across Key Stage 2 has improved significantly from the previous year. Notable successes include: maths at Whissendine and writing at Ketton. Outstanding KS2 performance at Whissendine and Ketton – at Expected Standard and Greater Depth. <p>If progress is measure from AoE in EYFS to end of Year 6, pupils make at least good progress overall – outstanding in some of our schools.</p> <p>CONITINUED TRUST PRIORITIES 2017/18 MASTERY and GREATER DEPTH</p> <ul style="list-style-type: none"> • Based on prior attainment bands, stretching and challenging all pupils remains an on-going priority especially: Higher Attaining Pupils for Greater Depth (HAPs), Middle Attaining Pupils (MAPS) and Disadvantaged pupils (Free School Meals). • Performance of SEN pupils is broadly in line with the national picture and peer group (although this is a small cohort even across our Trust). • Attainment is broadly similar for boys and girls using SS and Expected Standard measures. • Based on prior attainment bands, Middle Attaining Pupils made least progress overall. • Disadvantaged pupils (Pupil Premium and FSM) attained lower and made significantly slower progress than non-disadvantaged pupils (although this is a very small cohort even across our Trust). • New children who joined their schools in Key Stage 2 attained lower using averaged scaled scores (and expected standards) for reading, writing and maths. Progress overall, however, for this group was broadly in line with all other pupils. 			

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RLT Performance Dashboard 2017																		
Schools		LA RLT	Ofsted Rating	Cohort Size (EYFS)	EYFS GLD	Cohort Size Y1	Y1 Phonics Screening Test	Cohort Size (KS1)	KS1									
									Reading %>=Exs	Greater Depth	Progress	Writing %>=Exs	Greater Depth	Progress	Maths %>=Exs	Greater Depth	Progress	RWM %>=Exs
Ketton CofE Primary School	RLT	1	29	76.0	30	87.0	30	87%	13%	80%	90%	13%	73%	87%	0%	80%	80%	0.0
St Nicholas CofE Primary School	RLT	2	18	89.0	19	95.0	22	82%	36%	89%	82%	23%	94%	89%	36%	89%	82%	9%
Langham CofE Primary School	RLT	3	30	77.0		90.0		77%	37%	93%	73%	13%	97%	83%	17%	93%	70%	17%
Whissendine CofE Primary School	RLT	1	28	82.0		86.0	25	92%	24%	76%	84%	20%	80%	96%	28%	92%	80%	12%
RLT Compared to National				81.0%		90.0%		85%	28%	85%	82%	17%	86%	89%	20%	89%	78%	10%
Rutland LA 2017				72		86		79	21%		72	27		79	21		67	9%
National - 2017				69		81		74	24%		66	13		73	18		60	9%

RLT Performance Dashboard 2017																		
Schools		Cohort Size (KS2)	KS2															
			Reading % Exp+	Greater Depth	Progress	Writing % Exp+	Greater Depth	Progress	Maths % Exp+	Greater Depth	Progress	GPaS % Exp+	GPaS Greater Depth	RWM % Exp+	RWM Greater Depth	Reading Ave.SS	Maths Ave.SS	GPS Ave.SS
Ketton CofE Primary School	27	85	44	3	82	19		84	44	2.6	89	44	82	19	106	107	109	
St Nicholas CofE Primary School	17	71	24	-0.4	76	29		71	6	-1.1	82	18	65	6	103	101	104	
Langham CofE Primary School	30	80	23	1	80	13		73	7	0	77	23	70	7				
Whissendine CofE Primary School	29	93	28	2.1	90	24		90	24	1.8	97	52	86	10	107	106	110	
RLT Compared to National		81	30		82	21		80	19	0.8	86	34	76	11				
Rutland LA 2017		76	24	Floor - 2.5	80	17		78	22%	Floor - 2.5	81%	35	67	Floor 65%				
National - 2017		71	19		76	15%		75	17%		77%	22	61		104	104	106	
Below National Averages																		
In line with National Averages																		
Above National Averages																		

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MAT Characteristic 1	Beginning	Developing	Embedding	Leading
<p>There is a well communicated strategic vision & plan that moves seamlessly from implementation into impact. The school improvement plan can only be delivered through support from the trust and the trust priorities can only be delivered through the schools</p>	<p>The Trust has identified their key priorities & there is a strategic plan but it is too soon to see evidence of impact. The academies are not yet using the plan to inform their own improvement planning</p>	<p>Each Academy has links in their improvement plan to the Trust strategic plan showing the contribution they make to the trust and the academy priorities.</p>	<p>The academies can provide some evidence that through their delivery of their school based plan at least 2-3 of the trust priorities are also being delivered</p>	<p>The Trust has a strategic plan that seamlessly sits within the school plans. There is clear evidence that all of the trust priorities are being delivered by the school. It is impossible to tell who takes the credit as the delivery and QA is united and done by both</p>
<p>Evidence Base</p> <ul style="list-style-type: none"> - Trust Vision, Aims and Values - RLT Strategic Intent - SID (School Improvement Documents – including Way Forward Action Plans. - School Strategic Overviews and Key Priorities 	<p style="text-align: center;">Emerging Priorities and Next Steps</p> <p>The new SID (School Improvement Document) for 2017 provides a systematic and structured approach or template for: data capture and analysis; school improvement planning; reporting to Governors; supporting Governors e.g. induction; monitoring and evaluation. This framework (alongside the web-based prototype currently under construction by a Trustee) also allows the RLT to standardize reporting arrangements across the Trust – sharing key priorities, actions, key performance indicators and strategic intent. Each school’s overall strategy is mapped against our Key Drivers – Working Together, Sustaining Excellence, Transforming Learning.</p> <p>All schools play a vital and integral role in peer evaluations. Examples this year have included: INSTEAD/Review Days, SEND/PPG Reviews, EYFS Evaluations, Data Discussions, Action Planning. Our next step is to empower our head teachers to take a more of a lead role in this process. It is imperative that this practice maintains its robustness, rigor and objectivity. Quality assurance and school improvement costs have been incorporated into the Central Services budget for the next three years to provide this external scrutiny. This will be undertaken by former OFSTED Inspectors, LA Officers and head teachers that have a proven track record of providing high quality school improvement.</p> <p>The revised RLT Vision and Growth Strategy will be presented to all Trustees and Governors at the ‘RLT Vision Morning’ in September 2017. This will include training on ‘Roles and Responsibilities of Trustees and Academy Governors’ and will incorporate the new Competency framework for governance.</p> <p>The Annual Trustees Report will help us to refine our strategy and vision for 2017- 20.</p> <p>The CEO and CFO meet weekly to discuss strategy, emerging issues and finance.</p> <p>The Chair of Trustees and CEO meet regularly – formally and informally to discuss strategy.</p> <p>The CEO regularly meets with Chairs of LGBs to provide a two-way communication pathway between the Trustees and Governors.</p> <p>The CEO attends all Governor Training events organized or hosted by the RLT.</p>			

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MAT Characteristic 2	Beginning	Developing	Embedding	Leading
<p>There is a clearly set out accountability framework that everyone understands including what happens when key staff under-perform</p>	<p>The accountability is linked to line management where the LGB hold the Head teachers to account.</p> <p>The CEO and Trustees are not directly involved in these discussions.</p> <p>The CEO is not fully held to account.</p> <p>Performance Management is embryonic at trust level</p>	<p>The CEO holds the Head teachers to account and is held to account by the Trustees for the performance of the trust.</p> <p>The CEO is accountable for standards in the academies.</p> <p>Performance Management of the CEO is emerging as a strength.</p>	<p>The Chair of Trustees and the CEO hold the Head teachers and the chairs of LGBs to account.</p> <p>There is a collective responsibility for standards across the trust.</p> <p>Performance across the academies is not as strong as it is at senior level where it is excellent.</p>	<p>There is a clear path of accountability that enables discussions to take place from the Chair of Trustees to the CEO, the LGB Chair, the CEO to Head teachers and Head teachers to their team members that improves standards.</p> <p>Performance Management is excellent trust wide.</p>
<p>Evidence Base</p> <ul style="list-style-type: none"> - SID (School Improvement Documents – Including Data Capture) - Leadership reports to LGB - Annual Trustee Report - Trustee Reports and minutes - Scrutiny Reports and Minutes - CEO and HT Appraisal Records - CEO/LGB Chairs Termly Meetings 	<p style="text-align: center;">Emerging Priorities and Next Steps</p> <p>Head teacher's Performance Management / Appraisal has been undertaken by an external advisor at each school. This mitigates any conflict of interest due to close working relationships and provides further robust challenge and support for the Local Governing Body.</p> <p>All schools continue to be supported through the Data Capture and Analysis process by the CEO as part of our Quality Assurance and School Improvement Offer. This has been developed further for 2017/18. This collective and coaching approach enables the RLT to identify areas to be developed and then rapidly deploy resources to address them. An example of this is how the Trust supported Langham when a teacher left mid-year. Attainment and achievement of this group has surpassed progress measures and projected attainment targets.</p> <p>All schools have a detailed Data Dashboard which informs RLT Data Capture Processes, Self-Evaluation and School Development Planning. These documents provide schools, leaders and governors with a forensic understanding of current standards of attainment and achievement. The schools then utilize this data to inform Key Priorities, Action Plans and CPD. Teacher profiles have been introduced in all schools across the Trust. These support the effective monitoring and evaluation of learning and teaching in the schools.</p> <p>The clerk is appraised annually. Targets next year will be informed by the new Clerking competency framework 2017.</p>			

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MAT Characteristic 3	Beginning	Developing	Embedding	Leading
Quality Assurance	<p>The trust has started to explore the elements of common practice that it believes will lead to greater consistency across the trust.</p> <p>Examples include shared CPD and agreed data collection points and common educational policies across the trust.</p>	<p>The trust has moved towards a stronger commitment to shared approaches that are improving practice.</p> <p>Shared CPD & data collection points are extended by peer reviews with frequent element of external challenge.</p>	<p style="color: green;">The trust has ensured that there is a pattern of consistent practice that is now recognised as more efficient than each Academy working independently.</p> <p style="color: green;">Academies are suggesting new areas of common working practice of their own for the Trust.</p>	<p style="color: blue;">The Trust has a common understanding of what outstanding performance is.</p> <p>All of the chief operating systems are consistently applied by the academies who welcome this level of effective practice development and challenge.</p>
<p style="text-align: center;">Evidence Base</p> <ul style="list-style-type: none"> - SID (School Improvement Documents) - RLT Data Capture - Quality Assurance and School Improvement Strategy - Talent Management and Succession Planning and CPD Framework 	<p>Emerging Priorities and Next Steps</p> <p>There are clear quality assurance systems in place to improve consistency and performance of all schools within the trust. Each school has a detailed and bespoke Monitoring and Evaluation Schedule which is mapped out across the year into terms, weeks and daily priorities. Weekly head teacher meetings also provide an additional forum to share and disseminate good practice. Our Quality Assurance systems will be strengthened further next year with contributions and training from external speakers and consultants. All schools within the trust inculcate a progressive, growth mind set approach to school improvement and provision. Following a period of reflection, they embrace new ideas and innovation – and then make it work for them!</p> <p>This developmental work looks very different in each setting – protecting their uniqueness, specialness and character.</p> <p>Notable strengths of our collaborative and cooperative approach this year have included:</p> <ul style="list-style-type: none"> • Peer Reviews INSTED • SEND/ Pupil Premium Reviews • Weekly Head teacher meetings • Networks: Inclusion, EYFS, Subject leaders, Moderation, Planning, IT • Lead Premises Officer • Festivals – Sports, Music • Emergence of leading headteachers to offer S2S support. <p>CPD: Training for Premises Officers, Office Staff, TAs, Teachers, Heads.</p> <p>Collaborative Projects planned for next year include:</p> <p>Governor Training; Leadership Training; Collaborative teacher networks for planning and assessment (one per term for all teachers); Coordinator networks; Head teacher meetings; Lesson Study; Education Psychologists – Termly Clinics for SENCOs; Sports and Enrichment Festivals across the Trust.</p>			

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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 is developing robust peer review systems, ensuring that risks are effectively and swiftly managed, and intervening where performance levels drop below expected standards.

The Rutland Learning Trust will:

- Develop and implement a comprehensive data dashboard, progress tracking and target setting processes – updated three times a year from Sept 2017;
- Ensure all senior leaders are trained in current Quality Assurance processes and when necessary, 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 weekly/fortnightly 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;
- Ensure all academy improvement plans feed into the Rutland Learning Trust vision for school improvement;
- Create opportunities for pupils/students from different academies/schools to learn together to reinforce cross-trust peer learning;
- Continue to develop a creative and dynamic curriculum that inspires our pupils to have a love for learning and make accelerated progress.

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MAT Characteristic 4	Beginning	Developing	Embedding	Leading
<p>There is a clear delegated framework for Governance at Trust Board and Local Academy level that makes explicit the accountabilities of both boards</p>	<p>The governance structure lacks clarity and there is a single governing board for the whole trust. The role of Members and Trustees is unclear in the structure and to the people involved. No academy boards are in place. All decisions for all schools are taken at board level</p>	<p>There is a MAT Board where the distinction between the role of Members, Trustees and Governors is clear. A skills audit has enabled the board to recruit skilled professionals capable of fulfilling their roles. There is clarity in terms of the roles of both Trustees and Governors but the structure is at an early stage of development. The values of the organisation are driven by the uniqueness of the schools not the Trust.</p>	<p style="color: green;">The MAT board is a strength of the organisation and has been developed over time following review into a stronger unit that reflects the scale and development of the trust.</p> <p style="color: green;">The delegated authority is clear and both Trustees and LGBs are clear in their responsibilities.</p> <p style="color: green;">The MAT board protects and extends the values of the organisation</p>	<p>The Trustees have a clear plan for delegated authority and regularly checks that it is fit for purpose. LGB are effective at quality assuring standards at their school and the CEO and central team are subject to the same scrutiny. The trust is successful as a result of the school's performance and the schools are good because of the trust. There is top-down and bottom-up accountability.</p>
<p>Evidence Base</p> <ul style="list-style-type: none"> - Website - Schemed of Delegation - Terms of Reference - Governors Handbook - Training 	<p style="text-align: center;">Emerging Priorities and Next Steps</p> <p>The calibre and commitment of the Trustees is a significant strength of the Trust. Our MAT and Schools are improving because of their input and expertise. The Trust Board is informed by a skills audit and application process. Recruitment is based on securing highly skilled professionals capable of challenging the Trust in terms of Strategy, Business and Finance Acumen, Educational Outcomes and Provision. Schemes of delegation and Terms of Reference are reviewed annually.</p> <p>From September 2017, the Trust has designed a programme of Governor and Trustee Training Sessions based on skills audits, best practice and dialogue with LGS and head teachers. Training will now be organized more centrally (in schools across the Trust) so that all Governors can attend.</p> <p>A Full External Review of Trustees and LGBs is planned in the Autumn Term. December 2017. This will be based around Competency framework for governance.</p> <p>Each LGB will be asked to ensure that there is a clear succession plan for the key posts within their schools e.g. Chairs, Vice Chairs, Head teachers. Governor and Trustee induction training will be incorporated into the Trust Plan 2017/18. This will be based around Competency framework for governance.</p>			

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STRENGTHENING GOVERNANCE

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). All members of governances are becoming more clear about their responsibilities, and have access to relevant training and information to support their defined roles. Our vision is to ensure leadership and governance across the Trust is outstanding; and succession planning effective in securing leaders of a high calibre.

The Rutland Learning Trust will:

- Ensure the 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;
- 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 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 Executive Headteacher/CEO, CFO and Leadership teams to ensure that the Executive Team 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 Executive Team and Heads to account;

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

- To be clear and strategic with the Executive leadership team, in order to identify priorities for school improvement;
- To identify staff in the academy/school who are ready for further leadership development and to support their engagement in leadership training;
- To contribute to the delivery of any appropriate Leadership and CPD programmes;
- To host and take advantage of the secondments and exchanges to other academies/schools and to host similar visits;
- To work with the LGB to deepen their understanding and awareness of the improvements required in the academy/school;
- To ensure that members of the LGB access training to increase their capacity to hold the academy/school to account;
- To attend Trustee meetings (when appropriate) and deliver feedback on the academy's/school's progress to the highest possible standard.

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MAT Characteristic 5	Beginning	Developing	Embedding	Leading
<p>There are clear and transparent models of financial and resource management accountability across the trust</p>	<p>The internal systems of financial control give too much authority to the schools in the trust. The senior financial employee is not a qualified accountant. The consequence is that the Trustees cannot hold the schools fully to account as the systems are not set up to enable this. HR policies are inconsistent across the trust and staff could be treated differently as a result. External audit has identified a number of areas for improvement</p>	<p style="color: #E67E22;">The internal systems of financial control are in place and there is a clear management responsibility being enacted by the Trust board.</p> <p style="color: #E67E22;">The schools are clear about the processes they must comply with.</p> <p style="color: #E67E22;">A qualified accountant oversees the trust financial strategy (HARDINGS).</p> <p style="color: #27AE60;">HR policies are common to all schools but are not being consistently implemented yet.</p> <p style="color: #E67E22;">External audit is positive but has identified a small number of areas for improvement.</p>	<p>There are strong internal systems of audit that have improved over time and are now highly effective. A well-qualified central team ensures that the trust operates well as a single business.</p> <p style="color: #27AE60;">External audit has identified no significant areas of improvement.</p>	<p>There are strong internal systems of audit that are exemplary in the eyes of external auditors and the ESFA. The non-educational oversight of the trust is robust and underpins excellent educational delivery. The trust is the local employer of choice.</p>
<p>Evidence Base</p> <ul style="list-style-type: none"> - Termly Finance report to Resources Committees of LGB - Responsible Officer Reports - Audit / Accountants Reports - Annual Trustees Report to Members 	<p>Emerging Priorities and Next Steps</p> <p>The annual accounts and audit are undertaken by Hardings (our external accountants). Internal audits are undertaken annually by the Responsible Officer who produces a detailed report for each school and central services. An action plan is created for any identified risks or weaknesses. Immediate intervention addresses any outstanding issues. Both assurance packages are presented to the Audit Committee for further scrutiny. The CFO provides routine support to all school and attends all Governing Body meetings to present budgets.</p> <p>The Trust is currently transitioning from a small federated group of schools to a rapidly growing multi academy trust. This year work has been undertaken to implement a financial infrastructure more appropriate to our growing size. This has been a significant piece of work and has included a move to a flexible, centrally managed finance system. This allows greater central oversight and control whilst maintaining the desired level of autonomy at individual school level. Each school has an Office Manager and an Administrative Assistant to provide the necessary separation of duties. A restructure of the core business functions meant an Executive Support post was created to oversee some central functions; building a group procurement programme; ensuring statutory compliance is coordinated; centralizing policies; and to provide additional capacity for the executive team.</p> <p>The introduction of a new finance package caused disruption to general office operations this year but will be fully embedded by September, in preparation for any new schools joining the Trust. Executive Support is revising the Financial Controls and Procedures Manual to support this transition. Corporate online banking software is now in place to provide an oversight of all bank accounts and improve the management of cash flow. A move to automated payments will be introduced at each school this term. A significant amount of executive time has been devoted to growing the Trust – liaising with the ESFA, RSC office, LA, Diocese and potential schools. Latest predictions show that we will exceed our initial growth targets by January 2018.</p>			

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DEVELOPING THE CENTRAL TEAM

The 'Central Team' includes office and finance functions, as well as delivery support (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.

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 top-sliced/central service funds, and pursues alternative revenue streams to benefit The Rutland Learning Trust as a whole (eg: providing services beyond Trust itself). A sustainable educational and business 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, e.g. related party transactions);
- Develop, implement, then review a set of 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 register, so that potential risks to the successful delivery of this strategic plan that might have implications for our academies/schools are mitigated;
- Ensure that the Rutland Learning Trust is compliant with the financial rules and regulations of the Charities Commission and Education Funding Agency (EFA);
- Deliver financial advice and guidance to each academy/school that is accurate 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 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 protocol for growth annually, to ensure that the criteria for the admission (due diligence) of new academies/schools 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;
- Ensure it starts to develop a team that will look at the estates and that will provide expert advice for the Rutland Learning Trust Board and LGBs on the state and condition of its buildings, leading to a clear maintenance plan for 2017-2020;
- 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;

The 10 Characteristics of Successful Multi Academy Trusts

MAT Characteristic 6	Beginning	Developing	Embedding	Leading																																																
School Improvement.	<i>There is an embryonic trust wide school improvement strategy that is focused on the performance improvement in schools in significant difficulties. The trust has embedded effective attendance, behaviour and performance tracking systems to rapidly improve the schools in the early years of membership</i>	<i>The trust has a school improvement strategy that is becoming embedded and has progressed beyond the day to day core improvement needs. Systems to track data, the collection of regular KPI and a stronger performance management system are sustaining improvement in the schools.</i>	<i>The school improvement strategy is sustaining improved performance and 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.</i>	<i>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 also independently peer review with confidence other schools in the trust. MAT leaders can articulate their school improvement repertoire.</i>																																																
Evidence Base	Emerging Priorities and Next Steps																																																			
<ul style="list-style-type: none"> - Leadership Reports to LGB/ Trust - QA/ SI Strategy - Review Days: Reports - Due Diligence Reports - OFSTED Reports - Section 48 SIAMS Reports 	<p>There is no longer an over reliance on the Executive Head teacher/CEO to provide day to day leadership or management support at each school. There is a trust- wide school improvement strategy that recognises the different interventions needed at different stages of the improvement journey that a school undertakes. Trust Review Days, Data Capture and other quality assurance activities show that all schools within the Trust are at least good.</p>																																																			
	<table border="1"> <thead> <tr> <th>Langham</th> <th>RLT Category</th> <th>Leadership & Management</th> <th>Teaching, Learning & Assessment</th> <th>Personal Development, Behaviour & Welfare</th> <th>Outcome for Pupils</th> <th>Effectiveness of Early Years</th> <th>Date of last Inspection or Review Day</th> </tr> </thead> <tbody> <tr> <td></td> <td>Ofsted Grade</td> <td>3</td> <td>3</td> <td>3</td> <td>2</td> <td>2</td> <td>Oct 2015, July 2016</td> </tr> <tr> <td></td> <td>Current School Self Evaluation Grade</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>Term 6 2017</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Ketton</th> <th>RLT Category</th> <th>Leadership & Management</th> <th>Teaching, Learning & Assessment</th> <th>Personal Development, Behaviour & Welfare</th> <th>Outcome for Pupils</th> <th>Effectiveness of Early Years</th> <th>Date of last Inspection/ Review Day</th> </tr> </thead> <tbody> <tr> <td></td> <td>Ofsted Grade</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>Mar-10</td> </tr> <tr> <td></td> <td>Current School Self Evaluation Grade</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>Term 6 2017</td> </tr> </tbody> </table>				Langham	RLT Category	Leadership & Management	Teaching, Learning & Assessment	Personal Development, Behaviour & Welfare	Outcome for Pupils	Effectiveness of Early Years	Date of last Inspection or Review Day		Ofsted Grade	3	3	3	2	2	Oct 2015, July 2016		Current School Self Evaluation Grade	2	2	2	2	2	Term 6 2017	Ketton	RLT Category	Leadership & Management	Teaching, Learning & Assessment	Personal Development, Behaviour & Welfare	Outcome for Pupils	Effectiveness of Early Years	Date of last Inspection/ Review Day		Ofsted Grade	1	1	1	1	1	Mar-10		Current School Self Evaluation Grade	1	1	1	1	1	Term 6 2017
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St Nicholas	RLT Category	Leadership & Management	Teaching, Learning & Assessment	Personal Development, Behaviour & Welfare	Outcome for Pupils	Effectiveness of Early Years	Date of last Inspection/ Review Day
	Ofsted Grade	1	2	1	2	2	Feb-13
	Current School Self Evaluation Grade	1	2	1	2	1	Term 6 2017

Whissendine	RLT Category	Leadership & Management	Teaching, Learning & Assessment	Personal Development, Behaviour & Welfare	Outcome for Pupils	Effectiveness of Early Years	Date of last Inspection/ Review Day
	Ofsted Grade	1	1	1	1	1	May-13
	Current School Self Evaluation Grade	1	1	1	1	1	Term 6 2017

2017 The Rutland Learning Trust will:

- Monitor and evaluate the quality of delivery and outcomes for pupils in all our academies to ensure all our pupils attend good and outstanding/ schools and, where there is a decline, that intervention happens immediately;
- Engage additional external scrutiny in order to provide the MAT board, 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 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 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 opportunities to develop their thinking skills by being able to apply their prior learning to ensure greater depth of knowledge.

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	<p>The contribution of each school to this will be:</p> <ul style="list-style-type: none">• To improve or maintain consistency in standards that result in being judged to be 'good 'or 'outstanding';• 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 pupil;• To make sure that attendance is high, for all groups of learners and staff;• To engage with the Rutland Learning Trust improvement team to identify areas for support for all staff;• To 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 academy/school, in order that performance increases every year in each academy/school across the team.
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The 10 Characteristics of Successful Multi Academy Trusts

MAT Characteristic 7	Beginning	Developing	Embedding	Leading
School Improvement	<p>The trust is starting to develop a school to school support strategy.</p> <p>Support is delivered by talented teachers and leaders in their own schools and is framed around core improvement themes and the skills of the staff.</p>	<p>The trust ensures that more teachers and leaders are making a contribution to school to school support beyond their own schools.</p> <p>The practice is good but needs to be more impact driven classroom support.</p>	<p>The trust's school improvement strategy balances the generic needs of the schools with the facilitation of smaller learning communities of teaching leaders who develop coaching groups with colleagues needing help.</p>	<p>The trust's school improvement strategy is built around an emerging pool of talented teachers and leaders who know the impact of their work and can name it and describe it.</p>
Evidence Base	Emerging Priorities and Next Steps			
<ul style="list-style-type: none"> - Leadership Reports to LGB/ Trust - QA/ SI Strategy: Impact Statements - Review Days: Reports - Due Diligence Reports - OFSTED Reports - Section 48 SIAMS Reports - T&L Policy - Shared Curriculum Offers 	<p>There is a systematic programme of school to school support that is focused on the need of individual academies. This includes both planned and reactive intervention.</p> <p>Notable strengths include: Peer Reviews INSTED SEND/ Pupil Premium Reviews SLE and Leading Teacher deployment Headteacher leading networks or offering bespoke and intensive school to school support. RLT central training Learning Networks</p> <p>IMPACT: Improving standards – Maths, Writing, EYFS, Phonics Improving provision; planning and pedagogy Recruitment and retention High quality teaching – securely good across the Trust</p> <p>Nest steps: Leadership training for all Headteachers, Senior Teachers, Teachers with high leadership potential (talent spotting), Governors Increase SLEs EYFS, IT, Science Strengthen impact of GALLUP STRENGTHS BASED COACHING on Leadership Teams and Teachers.</p>			

The 10 Characteristics of Successful Multi Academy Trusts

MAT Characteristic 8	Beginning	Developing	Embedding	Leading
<p>There is evidence of skilled management of Trust Risk indicators</p>	<p>There is little or no evidence that risk management is structured in the Trust.</p> <p>Risks are managed on an individual basis and whilst successfully mitigated, do not enable the Trust to prevent them re-occurring</p>	<p style="color: orange;">The Trust has a risk register in place and it is used to monitor risks that the Trust has identified as possible threats to the organisation.</p> <p>There is some but as yet unstructured relationships between the Trust Risk plan and those in the academies.</p>	<p style="color: green;">The Trust risk register is used to drive all improvement priorities and is the framework for agenda setting across the Trust.</p> <p style="color: green;">Each Academy has its own Register which indicates the risks that are linked to their academy as well as the ways in which Trust risks are mitigated.</p>	<p>The Trust risk is managed well and there is a clear relationship between risk and mitigation. The Trust has a structure in place that ensures that not only current risks are managed well but that there is a 3-5 year risk anticipation plan in place that is under regular review</p>
<p style="text-align: center;">Evidence Base</p> <ul style="list-style-type: none"> - Risk register: Trust and Academies - Business Continuity Plan - Risk Management Spreadsheet – RLT Template - Academies Risk Management/ Registers 	<p style="text-align: center;">Emerging Priorities and Next Steps</p> <p>The Trust risk register is used to drive all improvement priorities and is the framework for agenda setting across the Trust. Each school has its own register which indicates the risks that are linked to their academy as well as the ways in which Trust risks are mitigated. However, this practice stills needs further coordination to become embedded as routine procedure within the RLT. The Executive Support will provide a more systematic and structured approach to monitoring and evaluating this from September.</p> <p>Next steps</p> <p>Strengthen procedures to identify, monitor and mitigate risk – Trust and Academy level.</p> <p>Strengthen due diligence procedures for new schools joining our MAT.</p> <p>Strengthen the finance team roles and responsibilities (at 10 schools).</p> <p>Evaluate the impact of the appointment of Executive Support to ensure there is enough capacity to fulfil the role: Administration, Business Management, HR, Facilities, Payroll, Policy development, Negotiating contracts – procurement.</p> <p>Purchase asset management software to manage all fixed, mobile, hard and soft assets across the MAT.</p> <p>Explore a MAT cloud based solution to improve communication, collaboration and smarter working practices with all stakeholders in our MAT e.g. data management – assessment, reporting, tracking and cross-school analysis (SIMS).</p>			

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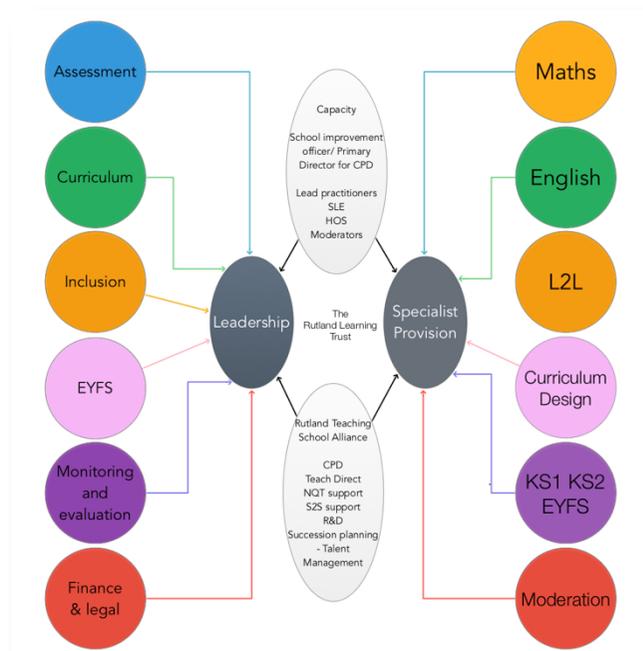
MAT Characteristic 9	Beginning	Developing	Embedding	Leading
<p>There is a clear succession plan for the key posts within the MAT. (CEO, CFO, Chair of Trustees, Members and Trustees, Headteachers)</p>	<p>The Trust knows that there are posts in the organisation that require a succession plan. It has not yet been able to grow capacity from within the organisation to address this. The Trust would rely on external recruitment or some internal secondments to resolve SOME succession issues.</p>	<p>The Trust has a talent management programme that supports and develops talented teachers and leaders and equips them to work effectively across the trust in different schools and roles. These blend CPD opportunities with wider leadership experience.</p>	<p>The Trust has a talent management plan for emerging and senior leaders in the organisation that means it can deploy its most talented staff to work in more than one school on secondments or permanent transfers, creating career development and succession solutions.</p>	<p>The Trust has a talent management plan that has matured and now includes staff at all levels across the trust.</p> <p>Senior leaders have worked in more than one trust school and middle leaders and the best teachers are deployed across the trust to sustain and deepen impact.</p>
<p>Evidence Base</p> <p>- Succession Planning and Talent Management Framework</p>	<p style="text-align: center;">Emerging Priorities and Next Steps</p> <p>TALENT MANAGEMENT AND SUCCESSION PLANNING.</p> <p>We recognize that recruitment, training and the development of leaders, teachers, support staff and administrators will result in outstanding provision for all our pupils. The Rutland Learning Trust will continue to develop a strategy that seeks to recruit, retain and develop all staff at all levels, seeking 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. Our next step is to ensure key roles throughout the Trust have succession plans in place e.g. CEO, CFO, Head teachers, Chair/Vice Chairs of Trustees and LGBs.</p> <p>The Rutland Learning Trust:</p> <ul style="list-style-type: none"> • Ensures flexible staffing structures across the Trust build capacity and deliver high quality school improvement. • Ensures 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. • Has created a portfolio of school improvement specialisms to include: NLE, SLE, Lead Practitioner, Director of CPD Primary deployment. • Has developed a common talent management framework that provides clear career pathways, from teachers/staff trainees through to executive leadership; • Has developed 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; • Ensures systems are in place across the Trust for the best practitioners to coach and lead others; • Trains, supports and empowers all middle leaders to monitor performance of classroom practice; • Monitors and support sthe quality of teaching across the academies/schools to provide lessons for pupils that are consistently good or outstanding; • Builds 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; 			

The 10 Characteristics of Successful Multi Academy Trusts

- Optimises the use of the School Direct Programme for ITT;
- Ensures outstanding teachers are trained to coach and support others to become consistently good;
- Recruits, trains, and deploy School Direct trainees to ensure that a pool of good and outstanding teachers is available for the Trust to employ each year;
- Delivers network meetings, so that staff recognise them as high-quality sessions that promote 'true collaboration for outstanding achievement'.

The contribution of each academy/school to this is:

- 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 or better;
- To contribute to, and receive, support from the Trust School Improvement Team;
- To contribute to the design and delivery of Trust network 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.



The 10 Characteristics of Successful Multi Academy Trusts

MAT Characteristic 10	Beginning	Developing	Embedding	Leading
<p>There is a trust wide commitment to making a contribution to local, regional and national educational networks beyond the MAT.</p>	<p>The schools in the Trust continue to participate in local and national networks but these are the continuation of previous practice and there is little evidence that these relationships contribute to Trust improvement or support for other schools.</p>	<p>The Trust has developed partnerships with external groups beyond those that the schools have sustained.</p> <p>These partnerships enable the Trust to be better connected to regional and national networks that benefit children and staff.</p>	<p>The Trust and the 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.</p> <p>The Trust learns from and contributes to the practice of other MATs in their region</p>	<p>The Trust has a teaching school alliance, NLE, NLG and SLE who provide support across the Trust but also to schools beyond the trust. The Trust is a key part of the regional System leadership capacity to improve standards for all and works to support and challenges new and experienced MATS.</p>
<p style="text-align: center;">Evidence Base</p> <p>- Rutland Teaching School Alliance</p>	<p style="text-align: center;">Emerging Priorities and Next Steps</p> <p>The Rutland Learning Trust aims to contribute positively to a self-improving school-led system. We believe in true collaboration; working in partnership, investing in people and building capacity for long term, sustainable success. However, if we are going to increase the impact of this work we must become much more engaged, less insular and embrace a more proactive approach to developing external partnerships and networks – locally and nationally. We have developed a RLT ‘Education Eco System’ that must now be more outwardly focused - with every school contributing to and receiving school improvement.</p> <p>The Rutland Learning Trust must fully evaluate our role in the Rutland Teaching School Alliance to ensure that ethos, culture, vision and values are aligned. We must reflect on how we can strengthen our strategic and operational input. Too many opportunities are missed to the lack of engagement of the RTSA with other Teaching Schools and EMSTA. This is potentially compromising access to funding streams, professional development opportunities and our capacity/capability to offer school improvement work.</p> <p>The RLT has been nominated (by the Teaching School Council) to be part of East Midland South – Local Partnership Meetings. Representation includes the combined expertise of the school system: The Regional Schools Commissioner on behalf of the DfE, LAs, Diocese, Teaching School Council and nominated system leaders. The aim of these partnership meetings is to bring key regional education colleagues together into a coherent partnership to focus on strategic school improvement activities to improve outcomes, promote inclusion and reduce inequalities for the children in the east Midlands. Terms of reference, remit, key functions, membership and role specification are currently being reviewed by the DfE.</p>			