

Diocese of Gloucester Academies' Trust

Report to Trust Board

May 2019

Outcomes for Children / School effectiveness – Helen Springett (Item 3)

Spring Data overview 2019

| Key Stage1 | Phonic Screening Check % attaining 2017 | Phonic Screening Check % attaining 2018 | Reading Check On track | Proportion of pupils attaining Expected standard at the end of EYFS | National % of Pupils attaining Phonic screening check | PP No of Ch and % attaining Phonic Screening 2017 | PP No of Ch and % attaining Phonic Screening 2018 | Reading Check On track 2019 | Proportion of PP pupils attaining expected standard at the end of EYFS | National % of PP achieving Phonic screening check 2018 by end of Year 2 |
|--------------------|---|---|------------------------|---|---|---|---|-----------------------------|--|---|
| Yr 1 527 pupils | 84% 315/376 | 87% 460/531 | 78% 414/529 | 81% 426/529 | 83% | 69% 24/35 | 67% 39/58 | 59% 40/68 | 64% 39/61 | 70% |

| Year 2 Pupils 532 pupils | Expected | | | | | Greater Depth | | | | | Disadvantage Expected | | | | | Disadvantaged Greater Depth | | | | |
|-----------------------------|----------------|----------------|----------------|----------------|---------------|----------------|----------------|---------------|----------------|---------------|-----------------------|--------------|--------------|--------------|---------------|-----------------------------|--------------|-------------|--------------|---------------|
| | Trust 2017 | Trust 2018 | Trust 2019 | End of EYFS | National 2018 | Trust 2017 | Trust 2018 | Trust 2019 | End of EYFS | National 2018 | Trust 2017 | Trust 2018 | Trust 2019 | End of EYFS | National 2018 | Trust 2017 | Trust 2018 | Trust 2019 | End of EYFS | National 2018 |
| Reading | 82% 287/349 | 81% 416/512 | 82% 431/526 | 80% 425/532 | 75% | 30% 106/349 | 29% 150/512 | 16% 86/526 | 25% 131/532 | 26% | 70% 30/43 | 75% 56/75 | 75% 54/72 | 68% 40/59 | N/A | 14% 6/43 | 24% 18/75 | 11% 8/72 | 20% 12/59 | N/A |
| Writing | 72% 252/349 | 75% 383/512 | 79% 415/526 | 76% 404/532 | 70% | 18% 62/349 | 19% 96/512 | 7% 38/526 | 12% 64/532 | 16% | 51% 22/43 | 63% 47/75 | 71% 51/72 | 66% 39/59 | N/A | 5% 2/43 | 15% 11/75 | 6% 4/72 | 12% 7/59 | N/A |
| Maths | 77% 269/349 | 81% 417/512 | 82% 432/526 | 81% 430/532 | 76% | 25% 86/349 | 25% 127/512 | 11% 58/526 | 21% 109/532 | 22% | 58% 25/43 | 69% 52/75 | 75% 54/72 | 70% 41/59 | N/A | 9% 4/43 | 20% 15/75 | 10% 7/72 | 20% 12/59 | N/A |
| Combined RWM | 69% 240/349 | 70% 357/512 | 75% 394/526 | N/A | N/A | 11% 37/349 | 13% 67/512 | 6% 31/532 | N/A | N/A | 47% 20/43 | 57% 43/75 | 67% 48/72 | N/A | N/A | 0% 8/75 | 10% 8/75 | 6% 4/72 | N/A | N/A |

| Year 6 Pupils 410 pupils | Expected | | | | | Greater Depth | | | | | Disadvantage Expected | | | | | Disadvantaged Greater Depth | | | | |
|-----------------------------|----------------|----------------|----------------|----------------|---------------|---------------|----------------|---------------|----------------|---------------|-----------------------|--------------|--------------|----------------|---------------|-----------------------------|--------------|-------------|--------------|---------------|
| | Trust 2017 | Trust 2018 | Trust 2019 | End KS1 | National 2018 | Trust 2017 | Trust 2018 | Trust 2019 | End KS1 | National 2018 | Trust 2017 | Trust 2018 | Trust 2019 | End KS1 | National 2018 | Trust 2017 | Trust 2018 | Trust 2019 | End KS1 | National 2018 |
| Reading | 75% 237/317 | 76% 278/366 | 77% 313/408 | 80% 327/410 | 75% | 30% 95/317 | 31% 115/366 | 13% 53/408 | 36% 146/410 | N/A | 57% 26/45 | 51% 35/69 | 64% 51/80 | 68.5% 50/73 | N/A | 22% 10/45 | 16% 11/69 | 9% 7/80 | 21% 15/73 | N/A |
| Writing | 80% 255/317 | 81% 297/366 | 72% 292/408 | 71% 292/410 | 78% | 13% 40/317 | 21% 77/366 | 9% 38/408 | 21% 85/410 | N/A | 71% 32/45 | 65% 45/69 | 51% 41/80 | 58% 42/73 | N/A | 7% 3/45 | 9% 6/69 | 10% 8/80 | 7% 5/73 | N/A |
| EGPS | 74% 234/317 | 75% 275/366 | N/A | N/A | 78% | 24% 77/317 | 26% 94/366 | N/A | N/A | N/A | 64% 29/45 | 52% 36/69 | N/A | N/A | N/A | 18% 8/45 | 12% 8/69 | N/A | N/A | N/A |
| Maths | 74% 233/317 | 74% 271/366 | 76% 309/408 | 79% 324/410 | 76% | 21% 68/317 | 20% 73/366 | 9% 38/408 | 25% 103/410 | N/A | 60% 27/45 | 49% 34/69 | 56% 46/80 | 66% 48/73 | N/A | 11% 5/45 | 10% 7/69 | 10% 8/80 | 15% 11/73 | N/A |
| Combined RWM | 62% 196/317 | 64% 237/366 | 66% 271/408 | N/A | 64% | 7% 7/317 | 7% 7/366 | 7% 7/408 | N/A | N/A | 44% 20/45 | 36% 25/69 | 49% 39/80 | N/A | N/A | 4% 2/45 | N/A | 8% 6/80 | N/A | N/A |

Diocese of Gloucester Academies Trust Overview Grid
April 2019

| | Dursley | Primrose H | Winchco | Minchinham | Hardwick | Longne | Whitesh | North Cer | Fieldco | Lakefie | St Jame | St John | Clearwa | Coaley | St Lawren | Biburg |
|---|---------|------------|---------|------------|----------|--------|---------|-----------|---------|---------|---------|---------|------------|--------|-----------|--------|
| Current Ofsted Judgeme | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | SM | N/A | SM | 2 | 2 |
| School SEF DE Judgeme | 2/RI | 2 | 1 | 2 | 2 | 2 | RI/2 | 2/RI | RI/2 | 2 1 | 1 | RI/2 | 2 | RI/2 | 2 | 2 |
| Current SIAMS Judgeme | 1 | 1 | 1 | 1 | 2 | 1 | N/A | 2 | 2 | 1 | 1 | 3 | N/A | 2 | 1 | 2 |
| School SEF SIAMS Judg | 1 | 1 | 1 | 1 | 2 | 1 | N/A | 2 | 2 | 1 | 1 | 2 | 2 | RI/2 | 1 | 2 |
| Outcomes Published | RI/2 | RI/2 | 2 | 2 1 | 2 | 2 | RI/2 | 2 | 2 | 2 1 | 1 | RI/2 | 2 | RI/2 | 2 | 2 |
| EYFS outcomes | Av | Ab | Ab | Ab | Ab | Ab | Ab | Av | Av | Ab | Ab | B | Av | Ab | Ab | Av |
| Year 1 Phonics | Av | Av | Ab | Sig ab | Ab | B | Ab | Av | Av | Sig ab | Ab | Sig ab | N/A | Ab | Ab | Av |
| KS1 Outcomes | R/M Av | Ab | Ab | Ab | Ab | Av | Ab | Above | Ab | Av | Ab | Av | N/A | B | Ab | Av |
| KS2 Outcomes - Progress | B | B | Av | Av | Av | Av | Well B | Av | N/A | Ab | Ab | Av | N/A | Av | Av | B |
| Quality of T and L | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 |
| EYFS | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | RI | 1 | 2 |
| KS1 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 |
| KS2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | N/A | 2 | 1 | 2 | N/A | 2 | 2 | 2 |
| Leadership and Management | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | RI | 2 | 2 | 2 | 2 |
| SLT | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | RI | 2 | 2 | 2 | 2 |
| MLT | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | RI | 2 | RI | 2 | 2 |
| Governors | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | RI | 2 | 2 | 2 | 2 |
| Curriculum | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | RI | 2 | RI/2 | 2 | 2 |
| Safeguarding | Strong | Strong | Strong | Strong | Strong | Strong | Strong | Strong | Strong | Strong | Strong | Strong | Strong | Strong | Strong | Strong |
| EYFS | RI | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 2 |
| PDB and V | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | RI | 2 | 2 | 1 | 1 |
| Attendance | 96.10% | 96.50% | 97.70% | 95.80% | 96.00% | 95.80% | 96.50% | 96.50% | 96.20% | 96.20% | 96.40% | 97.20% | 98.15% | 97.00% | 96.80% | |
| Website | | | | | | | | | | | | | | | | |
| Christian Character | 1 | 1 | 1 | 1 | 2 | 1 | NA | 2 | RI/2 | 1 | 1 | 2 | 1 | 2 | 1 | 2 |
| Collective Worship | 1 | 2 | 1 | 1 | 2 | 1 | NA | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 2 |
| RE | NA | NA | 1 | NA | 1 | NA | NA | NA | NA | NA | NA | NA | NA | NA | 1 | NA |
| L and M | 2 | 1 | 1 | 1 | 2 | 2 | NA | 2 | RI | 1 | 1 | 2 | 2 | 2 | 1 | 2 |
| Budget Sustainability | | | | | | | | | | | | | | | | |
| Strength of Financial Management | | | | | | | | | | | | | | | | |
| Reserves | | | | | | | | | | | | | | | | |
| Previous designation VC | VC | VC | VA | VC | VA | VC | N/A | VC | VC | VC | VC | VC | free Schol | VC | VA | VC |

Academies Overview Key

| | Key |
|----------------|--|
| B | Below |
| Ab | Above |
| Av | Average |
| Sig Ab | Significantly Above |
| 1 | outstanding |
| 2 | Good |
| RI | Requires Improvement |
| SM | Special Measures |
| VC | Voluntary Controlled |
| VA | Voluntary Aided |
| PDBandW | Personal Development Behaviour and Welfare |
| MIS | Management Information System |
| SAR | Subject Access Request |
| | Good |
| | Warning |
| | Concern |

Exclusions as of 5.4.19

| | No of schools who have excluded | No of Fixed Term exclusions | No of Permanent exclusions | No of Pupils involved | Type of behaviour – brief details | Repeat offence | How many days this year? |
|------|---------------------------------|-----------------------------|----------------------------|-----------------------|---|-------------------------|--------------------------|
| 2018 | 7 | 22 | 0 | 13 | Violence towards staff and pupils and persistent disruptive behaviour | Yes except in one case. | 56.5 |
| 2019 | 6 | 17 | 0 | 9 | Violence towards staff and pupils and persistent disruptive behaviour | Yes except in one case. | 55 days |

Two significant exclusions in one school - one of 10 days and one of 15. Significant additional issues for these pupils. Additional support and guidance have been sought.

Quality of teaching and learning

We held our second teach meet this term. This was led by our action researchers this year and co-ordinated by Nick Moss HT at Minchinhampton, who oversees this project throughout the year. There were a range of foci in this session, including work on vocabulary as well as questioning skills and impact on maths, mindfulness and the impact of outside learning on pupils' engagement. We had over 70 attendees at this session which is a very sizable proportion of our teachers. A couple of schools decided to shift their staff meeting that week to get all staff to attend. We need to think about how to grow and engage more of our teachers for the autumn term sessions.

Support this term has been with schools in focus - those with need to secure some rapid improvement. There is evidence that there has been some clear shifts forward in standards, and greater clarity about what good teaching and learning is. As a result, through triangulation of evidence, from the schools being supported by J Buckland - 3/5 of the schools being supported have made rapid progress and could be judged to be good or better for quality of teaching and learning. 1/5 - J Buckland has only just to begin to work with in closer detail and is beginning to have some impact in terms of getting leaders and teachers to understand the need for consistency. One school has had a wobble, because of some leadership uncertainties and has dipped back this term. Rapid action from J Buckland will hopefully support and shift this forward so that by the end of the summer term the school can be judged to be good again. Identification of further schools and staff who could do with some support is being planned for next year's work stream.

Moderation

Successful moderation for both KSI and KS2 teachers has taken place. 2 sessions will be led for EYFS and KS2 at the beginning of Summer term 2. Good use of experts has been made to lead these sessions alongside DCEO and Jackie Buckland. The feedback from participant is very positive. It will be increasingly important for Trust schools to attend these sessions as the LA is no longer running moderation sessions.

EYFS training from Target Tracker has supported the understanding of how to fully use EYFS tracker to support moderation.

Curriculum Statement

DCEO worked with HTs in Spring 2 to produce a Trust statement about our collective view regarding the Curriculum. This reflects the Trust stance that every school uses their academy freedoms to determine their own curriculum underpinned with a shared philosophy. Each academy is now in the process of reviewing their own curriculum so that they have a clear view about what they stand for ahead of the new Education Inspection Framework coming into play in Autumn 2019.

Vision

Our Trust's vision, rooted in John 10:10 that 'I have come that they might have life, life in all its fullness' overarches everything we do as a family of schools - enabling, nurturing and celebrating all our children's achievements encouraging all of our children to be the best that they can be.

Intent

Learning and Curriculum

We are an innovative, aspirational and outward facing organisation which seeks to continually drive forward to ensure that the opportunities our pupils experience in the classroom are the best that we can deliver. To this end we are committed as an organisation to Action Research across our schools to ensure that our teachers continually reflect individually and together through teach meets etc. to ensure that what is offered is best practice.

We believe in a broad and balanced curriculum, set within a Christian context, which recognises the uniqueness of every child and which serves to prepare them for their future. We are committed to sustaining high quality educational provision, and to supporting schools in need of specific improvement. We aim to recruit and retain staff of the highest quality and to offer them the working conditions they need to give of their best as they serve the pupils in their care. We work in partnership with families so that all our children are encouraged to be the best that they can be. Throughout all of this we seek to ensure the health and mental well-being of all in our community - pupils, staff and parents.

As a trust we delegate individual curriculum design and decisions to our schools. We do however, expect all schools to develop a curriculum largely underpinned by the National Curriculum, enhancing this with opportunities to make learning exciting and in a meaningful context for children both in and outside the classroom. The curriculum that we expect our schools to offer should be ambitious and skilfully designed so that over time all our pupils regardless of their starting points are given the knowledge and skills that will enable them when they leave to be prepared for their next steps in their learning journey. Leaders in our schools ensure that this happens through checking carefully and regularly to ensure that the quality of provision evidenced through both coverage of the curriculum as well as the pupils' knowledge and understanding demonstrated in a variety of ways remains strong.

All our schools use Philosophy for Children to develop our children's ability to think, reason and ask the big questions in life.

Implementation

Curriculum design

There exists a wide range of curriculum design within Trust schools, which reflects the different needs of our diverse school communities. Typically, our schools utilise a creative curriculum formed from a mixture of skills and knowledge-based approaches. This ensures that our children use and apply their learning across a range of subjects, allowing them to deepen and embed their subject knowledge. This encourages them to make connections in their learning. Across all our schools we seek to foster a love of reading in our young people through our shared and individual activities. We employ a mastery approach to learning in mathematics supported by the Glow maths hub. This helps to enhance pupils' mathematical understanding. A range of visitors, trips and use of our own amazing local environment supports this learning. We aim for all children in our schools to experience a wealth of educational experiences so that they become independent learners fully ready for their next challenge, with a well-developed understanding of the need to fully engage with their community. For our church schools, Religious Education is

delivered through the Gloucestershire and South Gloucestershire Agreed Syllabus supported by the Understanding Christianity resource ensuring a consistent approach is in place for planning and provision of this core subject area.

Church and community

We expect all our children to ask and answer big questions, and to recognise that it is important that they play their full part in their communities, both in and out of school. In our Church schools this is supported by our strong Christian values. Through this and our continued focus on courageous advocacy we ensure that our children are fully ready for the demands of life in modern Britain. Our schools offer many ways to further develop these skills through the leadership opportunities they offer, whether they be Head Boys or Girls, House Captains, Eco Leaders, or other responsibilities appropriate for their age and stage. This introduces them to the art of decision making as well as supporting their personal development. It helps our community ethos become a reality in our schools.

We are also committed to supporting our schools to be inclusive environments where tolerance and respect for others are embedded into daily life.

Impact

Achievement

We have high expectations of our children and the very least we aim for is that standards across the trust are in line with national comparative data. When this falls short, we support and challenge our schools to ensure that appropriate action is taken to improve this and ensure that rapid progress is made.

All our schools ensure that the rich, engaging and fulfilling curriculum they design and offer, seeks to enable each individual to reach their full potential ready to take their place for the next stage of their school career.

SMSC

Through a distinctive ethos rooted in a strong scriptural base, linking back to the National Church and Diocesan Vision, (John 10:10) our schools, including our community schools, seek to ensure that every child in their care understands how they are called to live and develop as citizens in modern Britain. Much of this work is supported by P4C which fully allows our pupils to celebrate diversity and differences as well as developing and enhancing their ability to demonstrate tolerance and respect for others. Each individual element of SMSC is clearly defined and articulated in our schools.

Support and Challenge for Leaders

DCEO led training for two governing bodies this term on how to challenge effectively. The training was well received and has given support and structure on what effective challenge might look like using a simple framework. DCEO led a session for Fieldcourt Infant Academy Governors and Teachers on establishing a Christian Vision and what this might mean and look like in practice.

Support and guidance for new HT through mentoring and coaching sessions has continued this term.

Established the DHT group in Spring 2 term. 7 attendees for this session from St James, Fieldcourt, Longney, St Lawrence, Dursley, St John's and Lakefield. First session looked at what it meant to be a DHT/Senior Leader and skills needed for this. An identification of the HT standards and the support needed for each participant to be helped to be able to fully meet the requirements. Next sessions will focus on addressing the gaps. Nick Patten and Katy Morgan from the central team are leading the second session on understanding how budgets are constructed and what to spot.

Aspirant leaders group continues to run and the penultimate session will focus on how to have difficult conversations. This groups continues to give good feedback about the impact of these sessions on their individual leadership. The final session at the end of the academic year will be a celebration of the learning and an opportunity to share the impact of their leadership with their colleagues and HT's.

360 feedback for all HT's undertaken and feedback given. Supportive process. Leadership training from Aim Higher Leaders in place. 2nd Session on coaching to be held on 22nd May.

Future Leadership

DCEO attended a session at the residential for the 6 trust leaders are participating on the CEPQH course. They enjoyed the session hugely and found it very beneficial. They have had their first virtual follow up session at Fieldcourt CE Infant School. This was self-led and again felt to be very beneficial. They are being supported by experienced HT's within the trust. Their first assignment will involve them linking with another school within the trust to look at budgets and suggest a positive change to their link HT and FGB. This course will really enable our leaders to grow and develop whilst placing the Christian message at the heart of their leadership.

DCEO was involved in supporting the FGB at Fieldcourt CE Infant School with recruitment of a new DHT. This was a successful process and the new DHT who was an internal candidate will take up their post in Summer 2.

Safeguarding

DCEO and Jackie Buckland have undertaken Safeguarding Audits across the trust. 14/16 schools will have been completed by the end of Summer 1, further 2 will be completed at the beginning of the Summer 2. So far there continues to be a strong culture of safeguarding across the trust. Some simple clerical issues with SCR have been identified and this are easily rectified. DCEO has arranged for the LA to run SCR training for SBMs.

5. LEADERSHIP AND GOVERNANCE - Rachel Howie (Item 5)

There continues to be a vacancy on the Trust Board – it is recommended that a decision is made about how to address this.

Feedback from the Chairs of Governors forum

The meeting was once again well attended with Chairs sending representatives if they are unable to attend. The Trust Board was represented by Tim Brock and Kenny Lynch.

The minutes of the meeting are attached and have previously been circulated.

6. BUSINESS, FINANCE, OPERATIONS (Item 7)

Please refer to committee minutes.

APPENDIX I

| I. Outcomes for children and school effectiveness | | | | | | | DCEO | | | |
|---|--------------------|---|--------|--------------------|-----------|---|---|--|---------------------------|--|
| SUCCESS CRITERIA <ul style="list-style-type: none"> 100% of teaching and learning across the Trust is good or better Outcomes for disadvantaged pupils in each academy rises and is at least in line with that of pupils nationally Outcomes for disadvantaged pupils rises across the Trust is at least in line with that of pupils nationally Outcomes for pupils are at least in line with national averages for attainment and progress Excluding the newly sponsored academies, academy self-evaluation, ADPs, SIAMS and Ofsted judge all DGAT academies to be at least good Progress for pupils in the two newly sponsored academies improves rapidly (see intervention plans for these schools for precise targets) | | | | | | | | | | |
| Objectives | | Actions | | | | Timescale and dates | Responsibility | Resources required | Monitored by | RAG and comments |
| Improve the progress and outcomes of disadvantaged pupils to at least in line with that of pupils nationally – At EYFS, Y1 Phonics and KS2 | | <ul style="list-style-type: none"> Analysis of Trust 2018 outcomes and comparison with last year. Identify potential blockers. All leaders to be aware of the dip in performance since previous year and high expectations for PP pupils to be in place for 2018. Targets set for 2019. Termly tracking and discussion with leaders. PP champion to provide support for academies through sharing of good practice, meetings with pastoral leads, training for TA's and resources. Academies to have effective systems and processes in place for monitoring provision for disadvantaged pupils and the value for money of the PP spend. New form for provision for PP pupils. | | | | Analysed at termly Dec 18 March 19 July 19 | DCEO Aisling Stranack Pupil Premium Champion | 6 days of release time | CEO / Trust Board DCEO | Comparison undertaken and analysis of blockers beginning to occur. Shared and discussed with HT Identified way forward for spring term plan in place. 24 th January 2019 TT being used to track difference. |
| Key Stage | Trust PP Data 2018 | National PP Data 2017 | Target | Trust GD Data 2017 | Target GD | | | | | |
| EYFS | 57% | 52% | 70% | N/A | N/A | | | | | |
| Year 1 Phonics | 67% | 70% | 71% | N/A | N/A | | | | | |
| KS1 | | | | | | | | | | |
| Reading | 75% | 78% | 78% | 24% | 24% | | | | | |
| Writing | 63% | 77% | 77% | 15% | 16% | | | | | |
| Maths | 69% | 78% | 78% | 20% | 21% | | | | | |
| KS2 | | | | | | | | | | |
| Reading | 51% | 71% | 71% | 16% | 25% | | | | | |
| Writing | 65% | 79% | 79% | 9% | 18% | | | | | |
| EGPS | 52% | 78% | 78% | 12% | 31% | | | | | |
| Maths | 49% | 75% | 75% | 10% | 23% | | | | | |
| RWM | 36% | 60% | 60% | 4% | 4% | | | | | |
| Improve the outcomes for pupils in the Trust to at least the national average at EYFS, KS1 and KS2, reducing in school variances between groups of pupils | | <ul style="list-style-type: none"> Trust targets set and shared with all HT's. Aim for above national in all aspects of work for ARE and GD. ambitious targets set for all academies - monitored termly ADPs and DCEO monitor pupil's progress towards targets termly. | | | | Sept 2018 Termly as above | DCEO HT, ADP T and L consultant and DCEO | Time at HT meetings to discuss. ADP/DCEO time. | CEO / Trust Board | Targets shared with HT's reminded and repeated at ongoing meetings and training organised accordingly |
| Key Stage | Trust Data 2018 | National Data | Target | Trust GD Data 2018 | Target GD | | | | | |
| EYFS | 76% | 71% | 80% | N/A | N/A | | | | | |

| | | | | | | | | | | | |
|--|---|-----|-----|-----|-----|-----------------------------|-----------------------------|--|-------------------------|--|--|
| Year 1 Phonics | 87% | 81% | 85% | N/A | N/A | | | | | | Through discussion with ADP's, DCEO and CEO targets sets with schools. |
| KS1 Reading | 81% | 75% | 84% | 30% | 31% | | | | | | ADP visits and DCEO visits |
| KS1 Writing | 75% | 68% | 75% | 19% | 20% | | | | | | |
| KS1 Maths | 81% | 75% | 80% | 25% | 26% | | | | | | |
| KS2 Reading | 76% | 75% | 76% | 31% | 30% | | | | | | |
| KS2 Writing | 81% | 78% | 80% | 21% | 18% | | | | | | |
| KS2 EGPS | 75% | 78% | 77% | 26% | 31% | | | | | | |
| KS2 Maths | 74% | 76% | 76% | 20% | 23% | | | | | | |
| KS2 RWM | 64% | 64% | 63% | N/A | 9% | | | | | | |
| Embed a shared approach to assessment information collection and analysis across all Trust academies | <ul style="list-style-type: none"> - Ensure target tracker is in place in each academy and staff appropriately trained. - Shared schedule of assessment collection and analysis in place. - Establish parameters for use of target tracker and associated KPIs. - Review of TT at the end of the academic year. | | | | | Sept 2018 | DCEO Headteachers | Target tracker purchased for all academies + Multi Tracker £16,000 | DCEO / CEO | <p>New staff trained and updated. St James have TT and should be in place by December 2018. DCEO date booked to work with HT to review this.</p> <p>Dates published and shared with calendar of events</p> <p>Shared and in place</p> <p>Plan for this to be in Summer 2 Started by session with TT on 11/6/19</p> | |
| Introduce FFT Aspire across the trust to allow all HT's to key target setting and school performance evaluation information using the latest curriculum and accountability measures. | <ul style="list-style-type: none"> - Training session on 1st October for all SLT. - All SLT using the system by December 2018. | | | | | Autumn 2018 | DCEO and HT | £500 | DCEO/T and L consultant | <p>Session led and completed.</p> <p>Issues with the system. Currently FFT have blocked access to the site for DGAT</p> | |
| Assessment information in each academy is accurate as evidenced through rigorous internal and external moderation activities. | <ul style="list-style-type: none"> - Check that each academy has internal moderation processes in place for reading, writing and mathematics for all year groups. - Check that each academy has | | | | | Spring and Summer term 2019 | DCEO and T and L Consultant | Moderation Sessions | DCEO | All schools moderating internally and some clustering together. | |

| | | | | | | |
|--|--|---|-------------------------------------|------------------------------|------|--|
| | <p>securely evidenced external moderation arrangements in place for reading, writing and mathematics.</p> <ul style="list-style-type: none"> - Deliver trust led moderation with associated evidence systems. | | | | | <p>All schools reminded to have moderation process in place with LA.</p> <p>Dates led Spring /summer 2019.</p> |
| Ensure that schools judged to be less than good are supported so that outcomes for pupils rapidly accelerate through bespoke interventions | <ul style="list-style-type: none"> - Identified schools tracked closely in accordance with trust policy. - Intervention's and monitoring strategies put into place so that rapid acceleration is evidenced. | Termly monitoring through RAP reviews | DCEO | DCEO/T and L Consultant Time | CEO | <p>Schools supported and interventions put in place.</p> <p>Interventions for schools causing concern in place and running</p> |
| Where teaching and learning is identified as less than good provide appropriate support and challenge so that 100% of teaching within the Trust is good or better. | <ul style="list-style-type: none"> - DCEO /T and L Consultant/ ADPs to quality assure teaching and learning judgements of senior leaders - rapid support provided where teaching requires improvement and appropriate records kept - Good practice within and between academies is shared effectively - Run Teach Meets across the trust | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn 2018</p> | DCEO, T and L Consultant and ADP | DCEO and CEO | DCEO | <p>Ongoing - for vulnerable schools rapid improvement in 3/5 schools. 4/5 should be good by Summer 2.</p> <p>In place from trust teaching and learning consultant</p> <p>Ongoing</p> <p>2 teach meets led.</p> |
| Undertake QA of all nursery settings within the trust to ensure high quality provision is in place for all children. | <ul style="list-style-type: none"> - Helen Tate and DCEO to undertake QA of all settings. Identify strengths and EBI's. | Spring Term 2019 | HT and DCEO | £1500 | CEO | Undertaken and review shared with Ethos and Standards Committee |
| Strengthen Leadership at all levels within schools | <ul style="list-style-type: none"> - HT meetings termly include some training and development opportunities for all. Include an end of year event for HT's. - DCEO to mentor and support new HT's. - Establish a DHT group across | <p>Ongoing</p> <p>Ongoing</p> <p>Autumn</p> | <p>DCEO</p> <p>DCEO</p> <p>DCEO</p> | | | <p>Leadership training for HT's commenced and 360 feedback in place for HT's.</p> <p>Ongoing</p> |

| | | | | | | |
|--|---|--|--|--|------------|---|
| | <p>the trust to grow and develop future HT's</p> <ul style="list-style-type: none"> - DCEO to try to establish a licence to run NPQH across the trust and beyond. - Aspirant Leader Group to run across the year and to identify future leaders. | <p>2018</p> <p>Autumn 2018</p> <p>Ongoing</p> | <p>DCEO</p> <p>DCEO and SJ</p> | | | <p>Session 1 led in Spring 2. Session 2 15.5.19</p> <p>Started and participant have attended residential and completed 1st group session.</p> <p>Ongoing - Group 2 planned and will be advertised at the next HT meeting</p> |
| <p>Ensure that shared understanding of core subjects is in place across the trust through SL groups facilitated by leaders within and external to the trust.</p> | <ul style="list-style-type: none"> - EYFS leaders group to run 3x a year including end of year moderation event. - Glow Maths SL group for all schools to run over the year. - Introduce English SL group through South Glos consultant termly. - Set up a RE subject leader Group - Explore the idea of a SEN Trust group | <p>Termly</p> <p>Ongoing</p> <p>Termly</p> <p>Summer 2018</p> <p>Summer 2018</p> | <p>LH and KM</p> <p>Glow Maths</p> <p>S Le T</p> <p>DCEO</p> <p>DCEO</p> | <p>£600</p> | | <p>2 session led - second by HT at Coaley on teaching of maths in EYFS.</p> <p>PH has led DGAT group with Steve L. Successful learning</p> <p>2 sessions led so far this term. 3rd in Summer 2 on KS2 moderation and what to look for,</p> <p>Session to be led on 13.6.19 by EP</p> |
| <p>Ensure that the quality and content of academy improvement plans to ensure that they</p> <ul style="list-style-type: none"> - reflect the needs of the school - have an appropriate focus on the Christian character of the academy - appropriately reflect the academy annual improvement plan objectives | <ul style="list-style-type: none"> - Trust annual plan shared with HT's - HS discuss improvement plans with HTs and Ps during visit 2 - HS to provide support as necessary to individual academies - ADPs to monitor progress against priorities in academy action plans | <p>Sept 2018</p> <p>Term 2</p> <p>Ongoing</p> <p>Termly</p> | <p>DCEO and CEO</p> | <p>HS 2 days to review plans and feedback to HT's ADP meeting time</p> | <p>CEO</p> | <p>Shared and explained 20.9.18</p> <p>DCEO has reviewed and has identified a three schools to support in Summer 2 with a reduced plan</p> <p>Ongoing</p> <p>Ongoing</p> |

| | | | | | | |
|---|---|--|--|--|--------------------------|---|
| <p>Ensure all academies are providing a broad and balanced curriculum that has a clearly understood rationale and is centred around developing and extending pupils vocabulary through</p> <ul style="list-style-type: none"> - Philosophy for Children - Use of big questions from RE agreed syllabus and Understanding Christianity | <ul style="list-style-type: none"> - DCEO to write curriculum statement for trust re shared approaches. - Focus in HT meeting over the year re curriculum development and vocabulary. - Run RE subject leader day to look at big questions and core vocabulary | <p>Autumn 2 Ongoing</p> | <p>DCEO / Principals Paul Daniels DCEO CEO</p> | <p>HS half day visit to each academy</p> | <p>DCEO</p> | <p>Trust statement on Curriculum written with HT in Spring 2 about the trust curriculum stance. Published on Website.</p> <p>Has been part of the Action Research this year and fed back to trust schools through teach meet.</p> <p>Summer term 2019</p> |
| <p>Further embed Philosophy for Children in all academies.</p> | <ul style="list-style-type: none"> - provide training for all teaching staff to at least level 1 - In house training offered by PD - 3 schools attain Bronze award - Review across the trust of impact of P4C | <p>Dates to be determined with Sapere</p> <p>Summer 2019</p> | <p>Paul Daniels</p> <p>Paul Daniels and HT's</p> | <p>2 days Autumn 1</p> <p>External support from SAPRE PD/ DCEO summer 2 session.</p> | <p>DCEO</p> | <p>Training for new trust staff undertaken in October 2018</p> <p>PD leading training.</p> <p>One school has already been awarded Bronze award.</p> <p>Summer term 2019</p> |
| <p>Ensure that Academy Development Partners are providing effective support and challenge to each academy</p> | <ul style="list-style-type: none"> - ADP handbook updated - 3 meetings held with ADPs to clarify expectations, provide updates and share expertise - ADP reports quality assured and feedback provided - Quality assurance of each ADPs work once in the academic year - HS to update ADPs with relevant information about individual academies - ADPs provided with academy ASP and inspection dashboard | <p>Sept 2018 Termly</p> <p>Termly after visits Once in academic year</p> <p>Oct/Nov 2018</p> | <p>DCEO</p> | <p>£2000 per school</p> | <p>CEO / Trust Board</p> | <p>Updated September 2018</p> <p>Meeting planned for year. First session held 21.11.18</p> <p>Ongoing</p> <p>Spring term 2019</p> <p>Ongoing through face to face meetings and email</p> <p>Completed in Autumn 2</p> |

| | | | | | | |
|---|--|---|---|-----------------------------------|---------------------|--|
| Embed the T and L consultant role into the trust | <ul style="list-style-type: none"> - T and L consultant supporting most vulnerable schools and teachers to ensure rapid progress resulting in accelerated outcomes for pupils. - Clarity of role written into the SIP policy and shared with HT and ADP's through HT handbook and ADP handbook. | Ongoing September 2018 | DCEO and T and L Consultant DCEO | | CEO and Trust Board | Highly effective and supportive for schools. Has allowed flexibility and responsive approach. T and L Con role included within plan and policy |
| Improve the quality of teaching and learning delivered by teaching assistants. | <ul style="list-style-type: none"> - TA peer observations - TA training sessions led by trust staff - Provide good to outstanding TA training via Andrew Binnell | Ongoing Spring 2019 Spring 2019 | All HT's Trust Staff A Binnell | £1150 | DCEO | 13.6.19 22.5.19 |
| Ensure safeguarding systems and processes in academies are robust and demonstrate good practice in line with latest guidance. | <ul style="list-style-type: none"> - Rewrite and update trust policy to include latest guidance - Carry out annual audit of schools safeguarding procedures to ensure that all schools are safe. - monitor progress against action identified in section 175 audit - HS to sit on LA safeguarding working group to maintain up to date knowledge | September 2018 Spring Term Spring term Ongoing | DCEO | HS half day visit to each academy | | Written and shared with HT's 3.9.18 Spring / summer term 2019 As part of Safeguarding audit Spring term 2019 Ongoing |
| All schools to be fully compliant in meeting DFE requirements for website requirements. | Website audit to be carried out for all trust schools | Autumn 1 | T and L consultant | 0.5 day per school = 8 days. | DCEO | Completed. Teaching and L Consultant has fed back to individual school All concluded. Need to agree consistency with governor sections on website. |