



The Three Rivers

Learning Trust

Name of Policy	TRUST DEVELOPMENT POLICY (inc School intervention and support programme)
Policy Number	NS28
The Three Rivers Learning Trust	
Named Person(s)	Simon Taylor
Review Committee	Trust Board
Last review date	Spring 2021
Next review date	Spring 2023

Purpose	Accurate and timely knowledge of school standards and any concerns
Key Changes	No changes. Please note that during the pandemic and in the absence of external exam / test data, this policy will focus on internal school data, SIP reports and stakeholder feedback
Sources	Gateshead & Durham Improvement Services
Statutory/Non-Statutory	Non-statutory

Purpose

This is one of the key policies of the Three Rivers Learning Trust. It is through this policy that the Learning Trust seeks to ensure that all its schools and are highly effective, self sustaining organisations fully capable of delivering the Learning Trust's vision, as outlined here -

Vision

"Our vision for the next 5 years is

- to provide engaging and enriching opportunities for all of our students to become accomplished
- to empower all of our people to be fulfilled in their work
- to deliver education services that delight our parents
- to share excellence effectively and become more operationally efficient growing to around 15 schools."

"We will achieve our vision through our values which are

- Integrity - We do the right thing and do things right
- Inclusion - We deliver comprehensive education, accessible for all
- Innovation - We continuously learn and improve"

"We will be aware of the impact we have on the world around us and consider climate change in all of our decision making and actions; aiming to positively affect climate change and influence others to do the same."

Our values - *the philosophy behind everything we do*

Integrity - we will always do the right thing at the right time with the right people for the right reason; we will be honest; openness and scrutiny are important to us.

Inclusion - we believe in comprehensive education where all are treated equally.

Innovation - there is always a better way of doing things and we will strive to find it, learning from the inspiration of others along the way.

Why do we exist? - *Our goal*

*To provide a happy and outward-looking learning community which is **engaging, enriching and empowering** in which we show each individual that they matter, will be valued for their contribution to the world and will achieve their potential.*

How will we do this? - *Our mission*

- We will provide learning and enriching experiences to **inspire, motivate, stretch** and **meet the needs of all learners**
- We encourage a **lifelong love of learning** to enable all to develop the **attitudes, skills** and **knowledge** to become **confident communicators**

In particular, we want our young people to:

- **contribute positively** and **creatively** now and in the future
- develop as **resilient** and **responsible** citizens, willing to accept **responsibility** and demonstrate qualities of **leadership**.
- **aspire** to be the best they can be, and to achieve success and **independence** in their learning
- develop the skills, including **teamwork, enterprise, entrepreneurship** and **handling risk**, to be successful for life beyond school
- make **informed decisions** about their future, for a **healthy and safe lifestyle**
- understand, appreciate and **respect** each other and the **diversity** of the world in which we live
- make **informed decisions** about their future, for a **healthy and safe lifestyle**
- understand, appreciate and **respect** each other and the **diversity** of the world in which we live

What will we do to achieve this? - *our ethos*

As a Learning Trust, we will provide:

- high quality **teaching, learning and assessment**
- a broad, balanced, stimulating and creative **curriculum**
- an education that encourages and promotes a **strong sense of identity and pride of place**, based on local heritage, culture, and landscape

- personal **support and guidance** to provide **nurture** as well as **broadening horizons**
- a wide choice of **enrichment** activities to extend development, challenge, enjoyment and international awareness beyond the curriculum
- the highest quality **information and guidance** to prepare students for their career and life after school
- a safe, continuously improving, flexible and enabling **learning environment**
- **sustainable, environmentally conscious** schools where staff and students are encouraged to take responsibility for reducing our impact on the planet
- outstanding, respectful and supportive employment in every way for all staff thereby creating a **workplace** in which people will be honest and open
- information and involvement for parents in a positive way, encouraging them to have **high expectations** in their child's education, working together in **partnership** to help every student achieve their full potential
- encouragement to our staff and students to **give back to society** by supporting community projects
- excellent **links** with the best **partners** in our education, business and local communities to deliver **continuous improvement** and excellence.

Each school and academy in the Learning Trust will develop this ethos in its own individual way reflecting what makes it special and unique, and yet, fitting within our overall vision.

Key principles

The Learning Trust aims to ensure that, over time, our schools require progressively less intervention and support because through the Trust's policies and systems, and their own internal school improvement processes they have become more effective and clearly demonstrate their own capacity to improve. It is the aim of the Trust that all its schools should become outstanding. Each of our schools will be a giver and a receiver of support. In this way, the Trust will always add value to the system and no school will be left behind.

The Learning Trust, following the work of the former National Schools Commissioner, David Carter, believes that the process of improving a school falls into 4 broad stages:

1. **Stabilise.** A school may face multiple problems which must be addressed urgently and may require fairly radical solutions. Strong, clear and decisive leadership will be required and may need considerable support from outside sources.
2. **Repair.** Control is clearly in place overcoming what may sometimes be the chaos of Stage 1. Most decision making will be reactive and tactical to address immediate problems and issues. However, the school will increasingly begin to feel like a "normal " school again.
3. **Improve.** Decision making begins to become more strategic and proactive looking forward to the future in a positive way. Plans and strategies start to be embedded in the normal activities of the school
4. **Sustain.** The school has built its leadership capacity and is now looking to offer a degree of system leadership throughout the learning trust. Delivery of learning is now more confident, innovative and able to take appropriate risks.

This process of school improvement is particularly linked to any schools which may be sponsored by the Trust although it could, depending upon circumstance, apply to any school in the Trust. The Trust recognises the importance of having a leadership team which has the skills and experience necessary to work at each of the stages in the school improvement process.

Scope

This policy applies to all the schools within the Three Rivers Learning Trust

Background

Sustainable school improvement is our core business and schools joining the Trust do so with the aim of improving and supporting each other so that each school can become outstanding.

The school improvement lead professionals in our trust are the CEO, Headteachers and Senior Leadership Teams in each of those schools. They are responsible for the improvement within their own schools or academy but also share responsibility for improvement in all our academies by sharing school to school support, modelling best practice, mentoring, filling vacancies and working collaboratively. The Three Rivers Teaching School Hub also has a significant role to play in leading and supporting school improvement. Furthermore, from time to time, the Learning Trust will engage external consultants as required. The CEO and Headteachers work with the Trustees to shape the strategic direction of the Trust and design and deliver a school improvement strategy for all of our schools. The CEO and Senior Leaders of these groups of schools will be able to draw on the expertise of each other to create a self-supporting and sustainable

model of school improvement.

Where schools fail to make sufficient progress (determined in a number of ways), the Trust has a responsibility to intervene in order to ensure that progress is made. In order to do this, the board can withdraw earned autonomy from the Academy Council; replace it; or appoint additional councillors to it.

Supporting schools to become high performing organisations - information and process

The Learning Trust maintains a performance profile for each of its schools. The profile is maintained by the **Education Standards Committee** and is regularly updated as new information becomes available. A summative performance scorecard for the whole Learning Trust is also made. The profile is shared across the Learning Trust.

The **Education Standards Committee** conducts a formal review of the performance of each school on a termly basis. This draws upon: the latest school data dashboard; the Headteachers reports; the latest SIP report; information from the Academy Council, and from school quality assurance systems, such as teaching observations, work scrutinies and learning walks; the SEF; feedback from stakeholders, typically staff, parents and students; feedback from enrichment activities; and outcomes from any thematic trustee or academy councillor visits.

The categorisation of schools and academies

Trust wide procedures ensure that intervention is in direct proportion to need so that each school receives appropriate support. They are also the processes through which school performance is challenged to ensure that outcomes for all pupils are at least good. The levels reflect the grade criteria in the Ofsted handbook and also the Learning Trust's commitment to responding rapidly to changes in the context of individual schools which result from temporary or unforeseen circumstances.

In summary, there are 6 categories as set out below:

- **Category 1** Schools which judge their overall effectiveness to be outstanding and evidence supports this judgement.
- **Category 2** Schools which judge their overall effectiveness to be good and evidence supports this judgement.
- **Category 3** Schools from either Category 1 or Category 2, but where a change in circumstances requires the provision of additional support from the Trust. For example:
 - A change of Headteacher
 - The absence of a key senior or middle leader (s)
 - Significant staff turnover
 - A dip in performance (attainment or progress)
 - A significant budget or financial issue
- **Category 4** Schools where pupil progress is variable because teaching requires

improvement. In this category leaders and governors are working effectively with external partners and as a result the school is building the capacity to improve and to sustain improvement.

- **Category 5** Schools where pupil progress is variable because teaching requires improvement. Evidence further indicates that one or more of the Ofsted 'requires improvement' criteria are met, for
 - Quality of Education
 - Behaviour and attitudes
 - Personal Development
 - Leadership and management
- **Category 6** Evidence indicates that one of the Ofsted 'inadequate' criteria are met for
 - Quality of Education
 - Behaviour and attitudes
 - Personal Development
 - Leadership and management

The Learning Trust draws upon a range of evidence in order to determine the category for each school. The starting point is a discussion with leaders regarding their own evaluation of school effectiveness. This information is considered alongside an evaluation of summary performance data, other information and documentation provided by school leaders, academy councillors, school improvement partners and the CEO, and other factors such as complaints, personnel or safeguarding issues.

The Education Standards Committee will meet termly to analyse and review the performance of each school, and consists of:

- ***The Chair of the Board***
- ***An independent Trust Improvement Partner***
- ***Trustees x 2***
- ***Diocesan Rep***
- ***CEO***
- ***Academy Council Chairs (as appropriate)***
- ***Headteachers (as appropriate)***
- ***Specific School Improvement Partner (as appropriate)***

In reviewing the performance of each school within the Trust the Education Standards Committee will consider:

Educational Standards	Finance	Safeguarding
The OfSTED Framework	Current budget	DBS checks (termly)
The most recent OfSTED report	Projected budget for the next financial year	Annual DSL report

School Self Evaluation and School Improvement Plan, inc. progress against the plan	The effectiveness of financial planning	Details of any formal safeguarding complaints
School Improvement Partner Reports	Planned actions to support financial effectiveness	
Annual and in year performance data	Projected student rolls	
Compliance checks; website (eg. Policy documents, SEND, PP and Sports Grant reports. Compliance with agreed policies.		
Trustee and Academy Council reports throughout the academic year		
Student, Parent and Staff annual feedback analysis		