

ALT Governor Briefing Summer Term 2018

Gary Peile, Chief Executive



Our agenda

A general update on progress across the Trust

- Our work to...
 - support school improvement – next steps
 - support safeguarding and mental health in schools
 - support the implementation of GDPR
- The governance review – consultation and next steps
- Getting your views on the Trust's development priorities
- Finance – a look forward
- The Trust as a learning organisation – CPD as both a school improvement asset and for recruitment and retention
- Questions

Vision: our ambition is to create more good and outstanding academy places so children, particularly in our most challenging areas, can benefit from an excellent education.

Ministerial priorities have meant an intentional shift from a focus on academy numbers to even more strongly embedding the importance of effective school improvement.

‘We want to encourage, support and challenge the best leaders to take responsibility for more schools and to bring their expertise in school improvement to benefit more children.’

Sir David Carter

School Improvement



Building Capacity



Department
for Education

Active Learning Trust – A general update

- **Overarching - We remain an East of England regional Trust**
- 21 schools now a member of the Trust, with a new school in Ipswich in planning
- We have made a proposal for a new school for Lakenheath
- Business plan remains on staying as a regional trust (on current DFE thinking that means a maximum of 29 schools).....
- The central team remains relatively small but we now have capacity to support schools in data and in compliance, including our responsibilities under GDPR

Our work to support school improvement

- Recent Ofsted and external reviews celebrate the work of schools and the Trust.
- Introduction of Academy Improvement Groups(AIG) with regular contact between central team, school leaders and governors working well – to become a part of the overall SI strategy in 2018/19

Key changes for the future include:

- Renewed focus on school to school support as part of our overall strategy
- A renewed focus on subject leadership
- Strengthened and expanded CPD programme

ALT School Improvement Plan

The four key themes:

- raising standards and accelerating progress;
- improving the quality of teaching and learning;
- improving the conditions for learning;
- leading on learning – developing the school as a professional learning community.

ALT School Improvement Plan

The aims of the programme:

- raise standards and accelerate progress in the Early Years through high quality provision;
- raise standards and accelerate progress, so more children achieve the expected outcomes or beyond at the end of Key Stage 1/2 in English and mathematics;
- raise standards and accelerate progress so that year 7 pupils continue to make rapid progress towards KS4 and beyond;
- improve the leadership of learning across the school;
- build the capacity to sustain improvements;
- improve the quality of learning and teaching in English and mathematics to 'good' or 'better'.

Changes to our approach...learning from what works

- Greater standardisation of what we know works within our schools – ensuring we have consistency
- A greater rigour to the schools - that ensures all parties are involved e.g. HR, Finance
- An understanding of the role schools have within a growing MAT – e.g. ‘Capacity Givers’
- We learn and share what is working and deploy across Trust – ensuring the ‘base’ school has capacity
- We strategically manage School-to-School support with a new central role
- We include key partners in the SI process more e.g. Finance and HR
- Schools retain autonomy – e.g. spending priorities, subject/pupil interventions, setting sub targets for the academy

ALT School-to-school model



What does this mean for me?

- A clarity of how the Trust works with your school to support improvement and develop their role within a MAT
- To be clear of the priorities and the milestones it needs to reach in order to further improve
- To be clear on your role in the improvement process and how you can support the continued development

If you only ask 5 questions.....

- How well do we know what our schools need to do to improve?
- What is it like to be a child with SEND in our trust?
- How big a priority is the performance of dis-advantaged students for us?
- Are we better at monitoring improvement than we are at raising standards?
- How willing are our leaders to take responsibility for all of the children in the trust and not just those in their schools?

Our work to support safeguarding and mental health

Safeguarding

Updated Trust policy in view of new statutory guidance from September 18

Introduction of MyConcern to achieve consistency on recording incidents

Strengthening security systems in all schools – Inventory Solution

Mental Health

Pilot programme in Red Oak and Cromwell with Carnegie and Minds Ahead

Identifying existing good practice in Trust schools

Task group set up to consider impact of Green Paper and Trust response

Our work to support the introduction of GDPR

Retention and Deletion of Personal Data – hard copies

- Store hard copy documents securely at home
- Return hard copy documents to school when no longer required
- If unable to return to school – securely dispose of – shredding.

Retention and Deletion of electronic records of Personal Data

- Delete documentation held on laptop/computer when no longer required and at end of term of office.
- Delete emails received/ responded to – on laptop/computer and mobile phone /any photos taken at school for school purposes.

Our work to support the introduction of GDPR 2

- Destruction of Personal ICT equipment
- As well as deleting personal data – personal laptops/computers must be wiped clean of data before sold/ destroyed.
- If possible request school's ICT team to undertake this – a certificate will be received to confirm that such has been undertaken by an accredited organisation.
- Breaches of Personal Data
- If you become aware of a data breach – e.g. someone has hacked into your emails/ computer system
- An email containing personal data has been issued and not sent BCC
- Please contact the School's Headteacher immediately

The Governance Review

- Consultation ends 18th May, Implementation of new LGBs following consultation due September 2018
- Plan is to have an ALT central colleague in hubs or at meetings to aid first meetings.
- Noted the need for induction as we may have a number of new governors.

The 2018/19 Development Plan

We welcome your views on the key elements of the Trust Development Plan for 2018/19. For your information, this year's priorities have been:

- Retention of quality staff
- Develop and sustain subject leadership
- Development of a rich and balanced curriculum
- Ensure every good judgement at Ofsted can move to Outstanding
- At secondary, support schools on new GCSE and A level
- At primary, support cross Trust moderation

Finance a look forward

- Early indications from school's budget plans are mixed, with schools in very different circumstances depending on county and if growing
- Biggest losses are in Suffolk schools where they had high levels of deprivation and/or English as an additional language – much as predicted when we identified probable impacts of National Funding Formula two years ago
- Suffolk funding per element (eg: AWPU, FSM) is now exactly 1.3% below the level of Cambridgeshire – with the exception of the lump sum which is the same
- ESFA have now asked for 3 year budgets to be submitted – years 2 and 3 are believed to be very high level but no assumptions have been published so we will continue to assume the increasing staff costs and flat funding
- The Trust Central Finance team will continue to support schools in building a sustainable budget which can be submitted to the Director Finance / CEO and then on to the Trust Board
- The Trust is working with ASCL (Association of School & College Leaders) to embed Integrated Curriculum and Financial Planning (ICFP) across the Trust, this will make curriculum planning an integrated part of the budget process.

The Trust as a Learning Organisation

- Investment in our people, connecting with school priorities and needs
- A strong evidence base through analysis of successful practice
- We promote expert challenge as well as support
- Our approach is practical with direct application to improving outcomes
- We recognise the importance of sustaining improvements over time
- We work with our Heads, acknowledging the importance of securing excellent CPD to impact on school improvement
- We see all staff as 'leaders of learning' in our schools

The Trust as a Learning Organisation

ALT PROFESSIONAL DEVELOPMENT ENTITLEMENT 18/19

All Staff	Developing Staff	Middle Leaders	Senior Leaders/Heads	Governors
CROSS-TRUST PROVISION including regular briefings on ALT expectations				
SAFEGUARDING - EARLY EXCELLENCE – REGIONAL MATHS HUB - DIMINISHING GAPS – EMERGING PRIORITIES eg primary maths, mental health				
Personal performance and training annual reviews	<i>Personalised</i> to meet individual needs including short courses or training and support informed by discussions undertaken as part of the annual performance review cycle conducted at school level.			
Leading Active Learning	The Leading Active Learning Programme (LAL) is a cornerstone of how the Trust supports schools to develop and retain their very best staff. Over the academic year, staff attend study sessions on leadership development as well as contribute to leading cluster sessions within hubs. Work-based activities linked to the school's improvement priorities make a real difference to achieving sustainable change of benefit to both pupils and staff, and, in some cases, parents and carers. Many participants are identified for promotion in schools.			
NQT & NQT +1 (based on demand)	An annual programme which brings together all NQTs and those with one year teaching experience – the course is practically based and addresses key priorities such as quality first teaching, curriculum development and assessment, behaviour for learning and time management.			
Hub Support	Challenge and support on school improvement including strategic planning and tailored professional development activities to respond to need alongside collaboration on tracking progress in securing positive pupil outcomes; external learning reviews.			
Lead Practitioners	In partnership with SSAT, teachers who consistently demonstrate outstanding teaching are encouraged to achieve formal recognition that includes enabling them to develop the skills and confidence to share their practice with others in the school.			
Development Visits	These visits provide a strong foundation to our Trust school improvement network. As well as visiting other schools/hubs, all hubs host a school visit on an area of exemplary practice to meet identified needs with the intention of stimulating development, through a range of activities, two-way professional dialogue and identifying practical strategies that can be trialled and tested elsewhere.			
Senior Leaders	Leading Active Learning (advanced) – a pilot programme building on the successful experience of LAL. It provides targeted professional development for senior leaders and those aspiring to headship as well as supports succession planning in schools.			
Headteacher Self-Evaluation Framework	In collaboration with the Trust central team, this framework, aligned to the Ofsted criteria on outstanding leadership and the National Standards of Excellence, supports <u>headteacher</u> self-reflection on their strengths and areas for development. It results in identifying the professional development needs of Heads together with examples of best practice to share across Trust schools.			
Governors	Bi-annual updates, briefings and training events are held in each hub focusing on implementing the scheme of delegation, use of data, safeguarding, strategic planning and effective questioning; this is in addition to tailored support offered at LGB level; external reviews of governance to inform improvement and development.			

What does our professional development programme look like?

- A clear career leadership pathway for all staff including support staff
- Collaboration with high quality national cpd providers including Ambition School Leadership and SSAT
- Facilitation of high quality school to school support
- Opportunities to relentlessly track and evaluate impact in schools
- Gathering, analysing and learning from feedback to improve our offer
- Communication of our offer to all staff, securing its place in recruitment and retention



Leading Active Learning Advanced (Pilot)

NPQH

NPQSL

NPQML



The *Active Learning* Trust

NQT

The *Active Learning* Trust

NQT+1

The *Active Learning* Trust

Leading
Active
Learning



Teaching
Leaders

The *Active Learning* Trust

Leading Active
Learning
Advanced




Future
Leaders

Teaching School Alliances e.g. SLE

NPQs

Lead Practitioners

Recruitment


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Case Studies

At both Trust and school level, we see it is a priority to ensure that all staff receives the support they need to progress their careers. We offer access to professional development that will enable them to progress their careers.


Select one of the profiles below to find out more about the experiences of individual staff members.




JAKE LONGHURST



JESS PURVEY



SCOTT GASKINS



SOPHIE BYWATER

[OUR APPROACH](#)[CASE STUDIES](#)[TRUST CPD](#)[FEATURED IN THE MEDIA](#)[VACANCIES](#)[RECRUITMENT PACK](#)[BLOG](#)

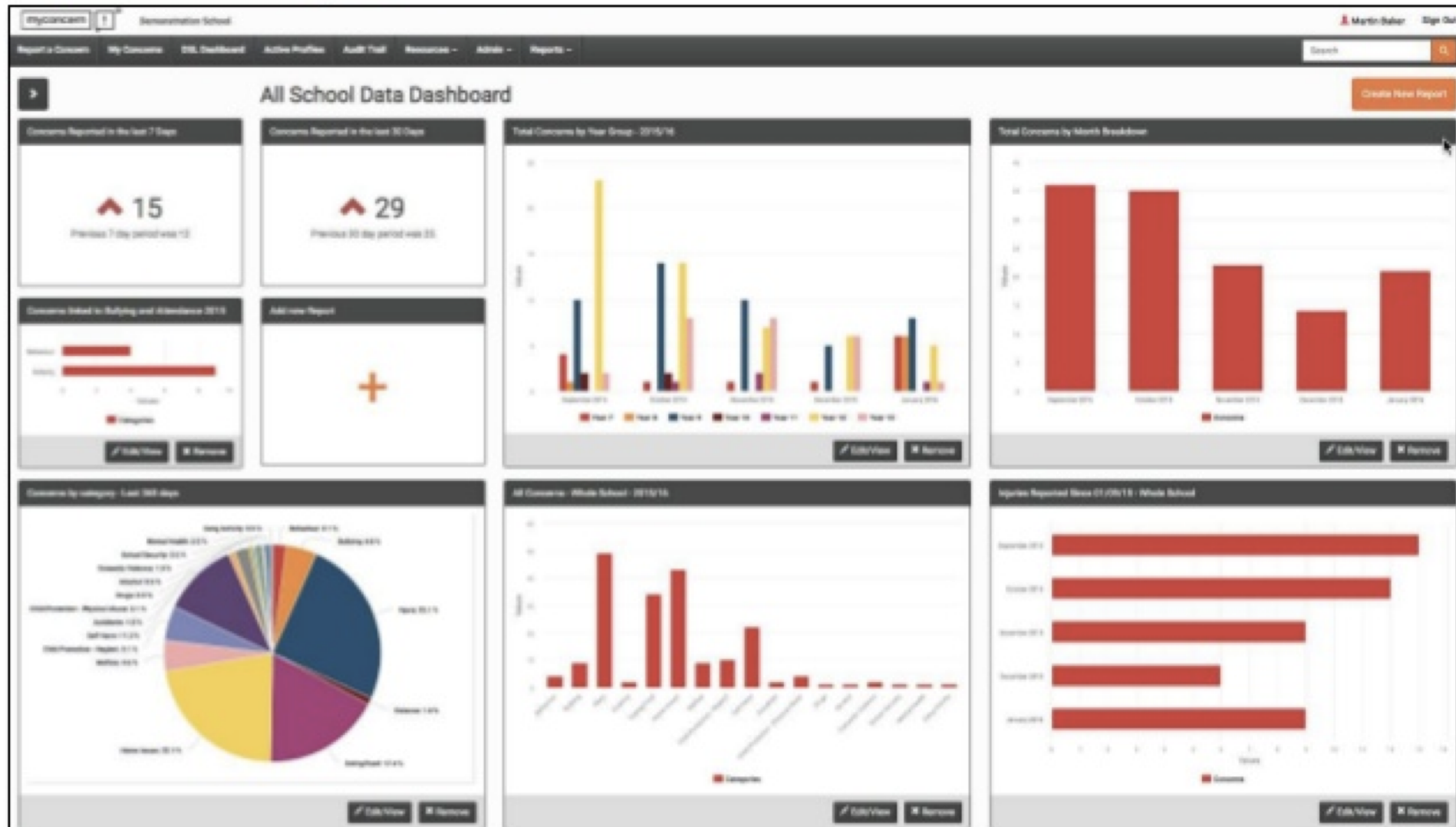
Questions & Comments



Capabilities

- Automatically notifies the Designated Safeguarding Lead (DSL) of any new concerns
- Equips the DSL to closely monitor and manage all concerns
- Automatically builds a chronology for all concerns
- Enables the recording of decisions and the allocation of staff actions
- Ability to upload relevant files (e.g. documents, photos, screenshots)
- Linked to your local MIS system





InVentry Entry Solutions



Badge Printing

Instant badge printing means visitors are always clearly identifiable and with the built-in badge designer you can easily customise the look and feel of your badges.



DBS Checker

Ensure visitors [provide their DBS information when signing in](#) which is recorded back to your central record for future visits and is included on their visitor badges.



Acceptance Policies

Ensure that visitors agree to any terms and conditions including health and safety and evacuation procedures as part of the signing in process.



Visitor Memory

The clever InVentry visitor management database remembers all your previous visitors to give returning visitors a swift and seamless experience.



Staff Notifications

When a visitor arrives onsite an instant notification is sent via SMS or email to the person they are visiting.



Events Management

Create events that allow you to [pre-book visitors into school events](#) such as parents evenings or governor meetings.



