

**Link Academies Collaborative Trust**

***Telling our story so far … Our vision, values and strategic plans***

***2015-18***

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**INTRODUCTION**

The Link Academies Collaborative Trust (LACT) was formed on 29th October 2013 as an ‘Umbrella Charitable Trust’ comprising four schools: Millbrook Primary School, Peatmoor Community Primary School, Shaw Ridge Primary School and Westlea Primary school. All four schools are located within the western expansion of Swindon, Wiltshire.

The Umbrella Trust model is a group of schools that work together under an overarching charitable trust. In this model each school is an individual trust in its own right with its own funding agreement with the Secretary of State, and a directly accountable governing body with its own Articles of Association; in this way each school is accountable for its performance, standards and operation. Some of the governors on each school’s Governing Body are appointed by the Umbrella Trust which can choose to have minority or majority presence according to how well a school is performing. The benefits of being an Umbrella Trust are that it strengthens the capacity of all the schools to consistently improve educational standards. Each school maintains its own autonomy and unique character but the schools collaborate closely on key areas for improving all aspects within our schools, especially to share expertise, resources and services more effectively and provide an improved educational offering and support to all the pupils served by the LACT. In addition, academy status provides a level of independence from local authority control. More responsibility rests with each school to control expenditure, how it is organised and the format of the education that it offers.

This is the LACT’s first strategic plan, which captures where we are, where we want to go and how we get there. It has been informed by deep self-evaluation and consultation with our stakeholders which highlighted our strengths as individual schools and also as a collaboration of four schools, as well as highlighting our next steps for improvement.

We must continue to work together with our local communities in West Swindon as a whole charity with greater sense of purpose and direction so that we can move confidently into the future for all of our children in the LACT.

To move forward as a 21st century charity we must be socially relevant and financially viable. This will happen by being outward looking, engaging with communities, and making a close assessment of local need. Most of all, we must have the children served by the LACT at the heart of everything we do.

This strategic plan provides the “umbrella” for each of our academy schools so that they in turn can develop their detailed school development plans that best suits each individual school needs.

Telling our story is all about recognising the past, is realistic about present challenges, and is aspirational and full of hope about our future.



**OUR VISION**

**Our Vision is all about the LACT children, captured using “word clouds”.**



**OUR MISSION:**

**“Individually strong, collaboratively greater/stronger.”**



**OUR VALUES THAT INSPIRE AND GUIDE US:**



**OUR AIMS:**

* To continually raise standards within each of the four LACT schools, collaboratively using the strengths and support from all schools.
* We aim for excellence in everything that we do and we support each other to achieve this level of excellence.
* To work closely together to improve experiences and outcomes for all our children.
* To be a strong, supportive, effective team of professionals working for the children within our Collaborative Trust.
* To work collaboratively to improve the skills of our staff, learning from best practice within the LACT.



**WHAT CAN OUR STAKEHOLDERS EXPECT?**

**THE LACT WILL:**

* Drive up the educational outcomes in the academies
* Raise aspirations and expectations of all staff, pupils and parents in our academies; and
* Recruit high calibre leaders to instil aspiration, pride and confidence in the community.

**PUPILS CAN EXPECT:**

* Learning that inspires and fosters curiosity
* An education that develops well-rounded individuals
* Access to a range of experiences that challenge and enhance skills, talents and attitudes
* High expectations that lead to high pupil aspirations; and
* An aspiration for each of the schools that fosters the development of strong ambitions.

**GOVERNORS, TEACHERS, HEAD TEACHERS, SUPPORT STAFF, CAN EXPECT:**

* An opportunity to work and develop in an academy and group of academies that will become world class
* An academy that is both challenging and supportive
* Opportunities to grow and develop as outstanding leaders, teachers and support staff; and
* Access to high quality school improvement expertise.

**PARENTS CAN EXPECT:**

* An education that meets the needs and extends the potential of all pupils, which values every child and aims to boost self-confidence; and
* A commitment that parents will be informed in a timely manner about their child's attendance, attainment and well-being.

**COMMUNITIES CAN EXPECT:**

* An academy that is an engine for regeneration, a learning resource, and at the centre of the community of which they can be proud
* A community hub that meets the needs



**PURPOSE OF THE LACT**

The LACT has a responsibility to move the schools forward to achieve the vision, values and aims of the LACT. How do we do this?

Where does the responsibility and accountability lie? The individual school governing bodies are responsible for reporting to the LACT directors on the progress towards achieving our vision and strategic objectives. The RAB (Raising Achievement Board) is accountable to the LACT board of directors and reports on pupil achievement across the four schools.

**LEADERSHIP AND GOVERNANCE**

All Academy Trusts are all charitable companies limited by guarantee and have two layers of governance: the members of the Trust, who operate at a strategic level (they are the owners of the company, rather like shareholders) and the governors (who together make up the governing body) who have the responsibilities delegated to them by the Academy Trust. The constitution of an academy is set out in its Articles of Association which are agreed with the secretary of state.



**STRUCTURE OF THE LACT**



**LACT BOARD**

**Purpose and Responsibilities:**

* Strategic direction
* Governance
* Receive reports from the RAB
* Holding RAB to account
* Issue Notices of Improvement to a

member school

* Instruct the RAB to provide support

to a member school; and

* Three meetings per year.

**Composition:**

* Chair of each School Academy (currently 4)
* Head Teacher of each School Academy (currently 4)
* Finance Expert (Accountant)
* Educational Expert (Consultant); and
* With 4 schools in the LACT, the Trust would have a total of 10 places on the Board.

**Voting:**

* The ‘Stronger’ schools’ Chairs and Heads have weighted votes compared to those from any ‘Weaker’ schools
* The Finance Expert and Educational Expert have one vote each; and
* The Chair of the LACT Board has a casting vote.

**Terms of Office:**

* Terms of office will generally be for four years
* The position of Chair will be for a fixed term (2 years) and will rotate between the ‘Good or Outstanding’ schools; and
* A Member Chair’s term of office will reflect their term of office on their own School Governing Body, i.e. they cannot remain on the LACT Board if they are no longer Chair of their school’s Governing Body.

**Chair:**

The LACT Board will be chaired by a Chair of Governors from a Good/Outstanding school and will serve a two-year term of office as Chair (shorter if their school ceases to be ‘good’ or better).

* Maintain and develop the ethos, vision and values of the LACT.
* Develop a 3-year strategy for the LACT.
* Develop guidance documents re the relationships in the LACT.
* Monitor the finances of each Member and the whole LACT to ensure probity.
* Appoint/remove governors to specific school GBs.



**RAISING ACHIEVEMENT BOARD (RAB)**

**RAISING ATTAINMENT BOARD (RAB)**

**Purpose:**

* Operational level
* Accountable to the LACT
* Monitor and evaluate each school’s performance regards its pupils’ attainment/ achievement
* Moderate standards between the schools to ensure consistency
* Investigate sustained changes to a member school’s attainment/achievement
* Make recommendations to the LACT Board about a member school’s performance
* Send reports to the LACT Board
* Issues instructions to the individual school academies in the LACT: and
* Six termly meetings per year, focusing successively on attainment, teaching, standards etc.

**Chair:**

* The RAB is chaired by a head teacher from a Good/Outstanding school, but a different school to the one chairing the LACT Board.

**Composition:**

* Head Teacher of each School Academy
* A non-voting member of the Senior leadership team from each of the Members; and
* A minimum of two and a maximum of five external experts (including Finance and Educationalist) to be appointed by the LACT Board at their discretion.

**Voting:**

* Each school has one vote – this is usually exercised by the Head unless absent in which case the Deputy votes on the Head’s behalf; and
* The Experts have one vote each; with 5 experts, i.e. more than the schools’ votes (4).

**Terms of Office:**

* Terms of office will generally be for four years for school members; the experts are time limited dependent on their focus of expertise; and
* The Independent Educational Expert will be a one-year term of office so that different expertise can be brought into the RAB e.g. SEND, literacy, numeracy.



**INDIVIDUAL SCHOOL ACADEMY**

There are 2 models of governance depending on the most recent Ofsted judgement of each school:

MODEL 1:

**Governance for ‘Good’ or ‘Outstanding’ Schools:**

3 Governors appointed by the school’s Members

(if no Notice of Improvement has been served)

1 Governor appointed re resource provision

3 Elected Parent Governors

2 Elected Staff Governors

1 Head Teacher

2 (max) Governors appointed by the LACT

Any number of Co-opted Governors

**Minimum of 3, no maximum.**

MODEL 2:

**Governance for ‘Requires Improvement’ or ‘Inadequate’ Schools:**

3 Governors appointed by the school’s Members

(if no Notice of Improvement has been served)

1 Governor appointed re resource provision

3 Elected Parent Governors

2 Elected Staff Governors

1 Head Teacher

7 (max) Governors appointed by the LACT

Any number of Co-opted Governors

**Minimum of 3, no maximum.**

**Terms of Office:**

Terms of office will generally be for four years.



**LACT STRATEGIC PLAN 2015 -2018**

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| **SCHOOL** | **STRENGTHS** | **PRIORITIES** | **COLLABORATION** | **EXPECTED IMPACT** | **ACTUAL IMPACT** |
| **Millbrook** | * Middle Leadership * Early Years * Maths * Leadership &Management | * Writing (KS1) * Children’s response to marking * Challenge for More Able * Closing the gap * ICT teacher subject knowledge | ***2015/16***   1. A focus on CPD/sharing practice on **CHALLENGE and the able pupils/Mastery to improve outcomes for able (Oct 22nd 2015 joint inset day)** 2. A focus on CPD/sharing practice on **Disadvantaged pupils to close gaps (Feb 12th 2016  joint inset day)** 3. Differentiated **Computing** CPD (subject training) 4. Developing **Literacy** and **Numeracy** assessments and moderation 5. **Leadership development** 6. **Maintain**   Regular headteacher meetings  RAB meetings  Subject meetings | 1. - For attainment in writing at KS1 to improve both in Literacy lessons and across the curriculum.  * For all identified groups to achieve well in comparison to the National Average and in comparison to the other LACT schools.  1. Marking & Feedback will be effective; children will routinely act upon teachers’ comments to improve and deepen their learning. (KW NPQH Project). 2. - Teachers will consistently set work which provides good levels of challenge and support.  * Shared understanding of what constitutes mastery and deepening learning. Training for all staff on how to promote mastery.   Teacher planning reflects activities designed to challenge and deepen learning.  Planned opportunities to moderate mastery across schools.  Inter school activities to consolidate mastery.   1. - Sharing of good practice to increase knowledge of range of ways PP is spent across the LACT/ beyond and impact.  * Gaps that exist are reduced and no gaps maintained – targeted at year groups where gaps are wider. * Impact of PP spending is maximised * PP champions have a network to share and bounce ideas.   5. LACT teacher **COMPUTING** subject knowledge is **good and better for ALL teachers.** | Progress is being made. T&L visit noted strengths in the teaching of writing. Internal data is looking positive and outcomes will be known after the SATs in Term 5.  Improvements are being seen in this area and it is an ongoing focus for KW as part of her NPQH.  LACT Mastery training on 22/10/2015, and work done within school, has had an impact on how the more able and are challenged and how work for those children ‘exceeding’ the expectations for their year group is planned.  The focus of the training day in February was changed to computing, however we now have an assistant head who has a focus on PP pupils.  A very successful LACT training day was held on 12/02/2016 which increased teacher’s knowledge and confidence in teaching the new computing curriculum. |



**LACT STRATEGIC PLAN 2015 -2018**

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| **SCHOOL** | **STRENGTHS** | **PRIORITIES** | **COLLABORATION** | **EXPECTED IMPACT** | **ACTUAL IMPACT** |
| **Peatmoor** | * Literacy (KS1/ KS2) * Writing (KS1/ KS2) * Safeguarding * SMSC/British Values * Year 6 got to L4++ * EYFS (73% GLD) | * More Able pupils * Closing the gap * Maths (KS2, girls in KS1) * EYFS in Literacy and Numeracy * EYFS (more children to fall in the Exceeding band in Numeracy and Literacy) * Leadership and management | ***2015/16***   1. A focus on CPD/sharing practice on **CHALLENGE and the able pupils/Mastery to improve outcomes for able (Oct 22nd 2015 joint inset day)** 2. A focus on CPD/sharing practice on **Disadvantaged pupils to close gaps (Feb 12th 2016  joint inset day)** 3. Differentiated **Computing** CPD (subject training) 4. Developing **Literacy** and **Numeracy** assessments and moderation 5. **Leadership development** 6. **Maintain**  * Regular headteacher meetings * RAB meetings * Subject meetings | 1. Teachers will consistently set work which provides good levels of challenge and support.  Marking will be effective; children will routinely act upon teachers’ comments.  The expectations of the More Able Early Years’ children will be high (ensuring a higher percentage of 3s).  2. With the use of Target Tracker and moderation, precise checks will be in place to ensure the gaps between disadvantaged pupils and others are closing.  Disadvantaged pupils will have made progress across the school (not just in some year groups.  Pupil Premium money will be used effectively to make sure gaps between disadvantaged pupils and others have closed rapidly enough.  3. LACT teacher **COMPUTING** subject knowledge is **good and better for ALL teachers.**  4. Dialogue between Subject Leaders for Literacy and Numeracy across the LACT will be regular.  Common assessments across the schools will ensure consistency during moderation.  5. Skills of Middle Leaders will be developed enough to ensure sound knowledge of their curricular area and the ability to monitor progress and attainment effectively.  Gaps will be filled due to focus groups and effective monitoring that have taken place.  Evaluation of staff performance will be consistent and effective. | 1. Work is being moderated regularly over the year, in staff meetings between teachers and by SLT, Literacy and Numeracy coordinators.   Close monitoring of Early Years’ children and the use of Target Trackers reports, ensure that More Able children remain on our radar.  A recent More Able pupil voice showed that children are responding to marking but not consistently across all age groups.   1. Gaps are closing across the school in general but some gaps are closing more quickly than others. 2. A computing course has taken place at LPA for coordinators and KS2 teachers. Our ICT coordinator couldn’t go but we have requested that the course runs again as other schools would like to send different teachers this time. 3. Network meetings and writing moderation meetings have taken place. A further writing moderation is being arranged for Years 2 and 6 teachers then whole school. 4. Teachers have CPD records which are updated regularly as they now know that CPD does not only happen on planned courses but through staff meetings and peer discussions.   Regular CPD on the use of Target Tracker has taken place. Teachers are using this information to inform groupings and quality first teaching.  Further focus groups have been tweaked as a result of assessment.  Teachers are taking more ownership of their curricular areas and are holding colleagues accountable. |



**LACT STRATEGIC PLAN 2015 -2018**

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| **SCHOOL** | **STRENGTHS** | **PRIORITIES** | **COLLABORATION** | **EXPECTED IMPACT** | **ACTUAL IMPACT**  **March 2016 UPDATE** |
| **Shaw Ridge** | * Writing * Pupil Premium pupils | * Maths * Challenging the More Able * Leadership & Management (due to restructuring) * Early Years (Exceeding group) * ICT | ***2015/16***   1. A focus on CPD/sharing practice on **CHALLENGE and the able pupils/Mastery to improve outcomes for able (Oct 22nd 2015 joint inset day)** 2. A focus on CPD/sharing practice on **Disadvantaged pupils to close gaps (Feb 12th 2016  joint inset day)** 3. Differentiated **Computing** CPD (subject training) 4. Developing **Literacy** and **Numeracy** assessments and moderation 5. **Leadership development** 6. **Maintain**  * Regular headteacher meetings * RAB meetings * Subject meetings | 1. Shared understanding of what constitutes mastery and deepening learning.  Training for all staff on how to promote mastery.  Teacher planning reflects activities designed to challenge and deepen learning.  Planned opportunities to moderate mastery across schools.  Inter school activities to consolidate mastery.  2. Sharing of good practice to increase knowledge of range of ways PP is spent across the LACT/ beyond and impact.  Gaps that exist are reduced and no gaps maintained – targeted at year groups where gaps are wider.  Impact of PP spending is maximised  PP champions have a network to share and bounce ideas.  3. LACT teacher **COMPUTING** subject knowledge is **good and better for ALL teachers.**  4. LACT share assessments used to support assessment judgements.  Moderation of teacher judgements to quality assure assessments – regular sessions.  Assessment coordinator mini network to support development  We have materials that accurately support judgements.   1. Restructured leadership team clear of roles and responsibilities   These are communicated to all staff.  Rigorous monitoring programme in place and focussed on developing teaching and learning  Identification and sharing of good practise across schools.  Buddy system for new deputy / middle and senior leaders  Joint training opportunities for developing senior/middle leaders. | T D Day ( 22.10.15) developed collective understanding of mastery and deepening learning. Focus on use of Blooms style questioning. Prompts for questioning to deepen learning provided and being used. Planning reflects tasks which encourage opportunities for deepening learning for all pupils not just more able.  Inter school networking looking at mastery in Maths and English  Informal discussions between HT and senior leaders regarding how we allocate our PP.  CPD on computing curriculum undertaken (12.2.16) and built skills. Scratch used throughout KS1 and KS2,  Inter school moderation of writing increased teacher confidence in judgements and led to creation of agreed exemplification document for letter writing genre. This has been distributed to all schools for reference.  HT / DHT sharing AC role to develop consistent understanding and approach, Use of TT and network with Peatmoor to begin to develop joint understanding of criteria and how each school approaches it  Monitoring in place, liaison with senior leaders from Millbrook. DHT undertaking project with us as part of her NPQH focussing on building capacity in senior/middle leaders and commonality in approach within the leadership team.  New Strategic and senior leadership teams working efficiently,  CTG’s operating which shares good practise and embeds observations. Staff are more used to being observed therefore more likely to demonstrate typicality in teaching  T &L day builds capacity with Westlea HT supporting our new DHT. |



**LACT STRATEGIC PLAN 2015 -2018**

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| **SCHOOL** | **STRENGTHS** | **PRIORITIES** | **EXPECTED IMPACT** | **ACTUAL IMPACT** | **COLLABORATION** |
| **Westlea** | * Reading * Pupil Premium outcomes * SEND (last year) * ICT | * Phonics * Challenge for More Able/ Mastery * Exceeding progress * Response marking | 1. Phonics mastery in Year 1 to improve by 10% + 2015/2016. All Year 2 retakes to be successful.  2. All teachers and TAs to be trained and understand how to address mastery within their year group.  3. To increase the % of exceeded progress to over 30% in all subjects.  4. Children all to respond to high quality marking and for it to make an impact on learning and progress.   1. LACT teacher **COMPUTING** subject knowledge is **good and better for ALL teachers.** | 1. New phonics scheme for all of KS1. Pre phonics screening with all of Year 1 and analysis and direct teaching of weaker concept areas. Visit to Shaw Ridge on Wednesday 9th March to discuss further strategies. 2. October INSET day. Further staff meetings on mastery. T+L day highlighted areas to focus on, problem solving across the school is an area we are addressing. Rising Stars scheme purchased and PS in every classroom from March 2016onwards taught with same consistent approach. 3. Ongoing CPD/Teaching 4. T+L day highlighted response marking as an issue. Teachers are now tweaking comments to ensure that children respond and have to prove or convince the teacher of their understanding. | ***2015/16***   1. A focus on CPD/sharing practice on **CHALLENGE and the able pupils/Mastery**   **to improve outcomes for able (Oct 22nd 2015 joint inset day)**  A working party in the afternoon spent time usefully preparing work on mastery for all of the Year groups.   1. A focus on CPD/sharing practice on **Disadvantaged pupils to**   **close gaps (Feb 12th 2016  joint inset day)**  This was an Osiris course on Computing in the National Curriculum.   1. Differentiated **Computing** CPD (subject training)   LACT teacher **COMPUTING** subject knowledge is **good and better for**  **ALL teachers.**  LPA has run 2 very informative and useful CPD sessions that practically addressed the demands placed on teachers with the new requirements of the NC.   1. Developing **Literacy** and **Numeracy** assessments and moderation   January 2016 a moderation exercise across the four schools was undertaken and  much benefit was gained from this staff meeting. Better understanding and closer  collaborative working between the four schools.   1. **Leadership development** 2. **Maintain**  * Regular headteacher meetings – Fortnightly. * RAB meetings – curriculum accountability and closer working between schools. * Subject meetings – Numeracy meetings held regularly and inter school Competitions. |



**LACT STRATEGIC PLAN 2015 -2018**

**Governance and Board Performance**

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| **SCHOOL** | **STRENGTHS** | **PRIORITIES** | **COLLABORATION** | **EXPECTED IMPACT** | **ACTUAL IMPACT** |
| Millbrook |  | **GOVERNANCE**   * Develop programme of governance visits across LACT schools * Attend governance meetings at other LACT schools 2015/16 * Carry out an audit of governance annually |  | **GOVERNANCE**   * Sharing of ideas leads to cross fertilisation of best practices leading to a culture that enables all LACT pupils and staff to excel. * Governance across the schools focuses on the impact of their actions in key areas to secure and sustain school improvement. * All governing bodies of the 4 LACT schools have a deeply accurate understanding about their effectiveness, and do not shy away from challenging leaders about variations in outcomes, especially between disadvantaged and other pupils. | *No report made* |
| Peatmoor | Governors’ knowledge of:   * school data (inc. Vul Groups) * teachers’ performance * Head Teacher’s performance * Pupil Premium spending * Intervention for vulnerable groups | * Philip Harland (Chair of Shaw Ridge) attended our last FGB meeting in February and supported in feeding back about progress made in the LACT. * A Review of Governance has taken place and shared with the other three governing bodies. | * Once Reviews are complete in the four schools, best practice will be shared. * Governors have liaised with their linked subject coordinators, looking at the Action Plan for the year ahead. * Governors are attending more school events where parents and children are present and therefore building relationships. * Governors who can, are visiting school during the school day to increase their understanding of current practice within school. |
| Shaw Ridge |  |  | PH has attended / is scheduled to attend FGB at all schools. This will enable identification and dissemination of good practise.  Greater evidence in minutes of ‘So what?’ style questioning to hold HT to account and ensure judging impact is the focus  Audit of Governance completed and sent to LACT for comparative study across schools. |
| Westlea |  |  | Challenge continues to be a feature of governance at Westlea.   * Develop programme of governance visits across LACT schools * Still to complete this action. * Attend governance meetings at other LACT schools 2015/16 * Still to complete this action. * Carry out an audit of governance annually * Audit of Governance being carried out. |



**LACT STRATEGIC PLAN 2015 -2018**

**Governance and Board Performance continued**

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| **SCHOOL** | **STRENGTHS** | **PRIORITIES** | **COLLABORATION** | **EXPECTED IMPACT** | **ACTUAL IMPACT** |
| Millbrook |  | **BOARD PERFORMANCE** |  | **BOARD PERFORMANCE** |  |
| Peatmoor |  |  |  |
| Shaw Ridge |  |  |  |
| Westlea |  |  |  |