



Beckfoot
Trust

THE TRUST CONTRACT

June 2021

Introduction

Multi-Academy Trusts provide a structured opportunity for schools to work together in partnership under the same corporate governance of a board of trustees and members who are accountable to the Secretary of State. By working together our schools can and will transform the life chances of young people and strength the communities that we serve. Funding for the Beckfoot Trust central services comes from a central charge which may vary annually according to improvement priorities. The core services central service charge is currently 3.6% of grant income in the current year.

We are a diverse family of 10 schools; primary, secondary and special, located in the Bradford District. Formed in 2013, we currently educate 7,000 young people and we are proud to serve our local community. All leaders understand that working together brings economy of scale and perhaps more importantly, the benefit of scale. We work together to share evidence-informed ideas that will benefit all our children and young people. This document has been created to give clarity around our shared purpose, principles and processes. All our schools align or are on the journey to align, to several core principles which make us Beckfoot Trust schools, however, we greatly value diversity and as such, we celebrate not only what we have aligned on, but also each school's unique personality.

The Contract sets out the precise arrangements for our Trust, it makes clear the purpose, principle and process of alignment. It is also a useful directory for key documents (see appendix) that are central to our operating model. It is called a contract because when joining our Trust schools enter a formal legal contract, however, more importantly a psychological contract. The latter is in many ways is more important than the former. It is a contract of hearts and minds. This document provides clarity on our core responsibilities as equal partners in our Trust. It provides us with a common language which helps us with our clarity and directs us to the principles to which we are all committed. It states clearly our ambitions for our young people and staff and that we know that we measure remarkable both culturally and quantitatively. We are determined to be in a position where all our schools are in the top 10% of schools nationally and this is because we will not rest until no child is left behind.

For a school to join our Trust they must:

- **Be fully aligned to our mission and values and committed to our organisational principles;**
- **Be comprehensive and co-educational in status and ethos;**
- **Educate young people in the Bradford District;**
- **Be located within a 20 minute off peak drive-time of BD16;**
- **Respect national terms and conditions of employment;**
- **Co-operate with our rigorous due diligence process.**

Accountability

As one academy trust, the CEO is the nominated Accounting Officer and is held to account by the Board of Directors, the Trust Board. The CEO delegates responsibility for leadership and management both within and beyond the Executive Team and the Central Improvement Team; all directors report directly to the CEO (see leadership structure in the appendix. We recognise the importance of the Headteacher as architect of their school culture, however, as one trust, risk and opportunity must be controlled. There are several key documents that explain the structure and function of the organisation (see 4.0). Systems and controls are in place so that the CEO can report to the board on all aspect of risk, including student performance. It is the CEO's job to assure the board that risk and opportunity are effectively managed so that students and staff can thrive. School Improvement capacity is deployed in relation to the Beckfoot 4 stage school improvement model (inspired by the Carter model) that assesses the stage of the journey on the road to being truly remarkable.

Our 6 Critical Questions – who we are.

At Beckfoot we understand that all healthy organisations have absolute clarity of purpose. Through precision of language, we are liberated to work together in an efficient and agile way as high performing teams. For collective efficacy to have impact, we need a shared language and understanding. To aid our clarity, we have answered 6 critical questions:

Why do we exist (our core purpose)?

- Our mission is: To create remarkable schools where no child is left behind.

How do we behave (our values)?

- We **enjoy** belonging to Beckfoot Team and we are optimistic about our future.
- We **learn** together in our vibrant, creative and diverse family of schools.
- We are highly ambitious for our staff and students and believe through hard work, all can **succeed**.

What do we do?

- Establish purposeful, celebratory, and inclusive learning cultures.
- Lead with integrity, humility, and professionalism.
- Create compelling school cultures where all are motivated to achieve.

How will we succeed?

- By demanding clarity, rigour, and simplicity in all that we do.
- Ensuring all our strategy is evidence informed.
- Putting exceptional pedagogy at the heart of all that we do.

What is most important right now?

- A relentless focus on driving up the attainment of all our young people by aligning to our principles for remarkable schools through collective efficacy.

Who must do what?

- We must communicate efficiently and effectively at all levels and understand the need for clarity of structure yet agility to work with collective efficacy to achieve our mission.

How we work together to achieve our mission

As Beckfoot leaders we share the same mission values and ambitions. We all understand the purpose, process and principles to which we align. The principles of alignment relate to our 4-step improvement model and the journey to truly remarkable. As well as aligning around what we believe creates remarkable schools, we are also committed to celebrating the diversity of our schools; this is what makes our Trust such a vibrant and dynamic organisation to work for. Diversity is very important to us both in the value of individual diversity and in the composition and iteration of culture in our schools. Through being clear about our principles of alignment whilst valuing diversity, we can secure collective efficacy, and all can belong. Collective efficacy is important to us. It is not just what we align on, it is how we align, and this relates to our values. We strongly believe that through working together and having confidence in 'Team Beckfoot', we will have greater success. This belief is heartfelt, and evidence informed. As such, we enjoy collaborative planning and practice in and for itself, however, we also know that working together as an effective team is the way that we will secure the best outcomes for our children and young people.

The Purpose of Alignment

- We share the same mission, values, principles and ambitions and as one organisation we fundamentally believe that through collective action (collective efficacy) we are stronger together.
- Through aligning around research-informed strategies, we all benefit from the best collective practice.
- We have a shared belief in collective efficacy at all levels and through aligning our practices we can positively influence the outcomes of all our students.
- Our belief in collective efficacy to affect change is evidence-informed, to make this working highly impactful we need clarity on aligned principles.
- Through clarity of alignment, we are liberated to innovate.
- The more we can align, the more we can support one another; we are only as strong as our weakest.
- Our central services become simpler to deliver and therefore more efficient, further supporting our collective drive for improvement.
- The principles allow us the stability to work in an agile way as everyone knows and agrees to them.
- Further alignment will always be about purpose not power – allowing us the economy and benefit of scale to meet our mission.
- If we are psychologically committed to our mission, values, ambitions, and principles, we will be self-determinant.

The Process of Alignment

- Alignment is a process not a destination; our principles are compelling because they are informed by evidence.
- If in time new evidence emerges through collective efficacy, the principles could be refined.
- 'Who must do what' may change over time (e.g. the relationship between central services and schools) if it leads to better efficiency and therefore accelerates further improvement.
- Decisions around who must do what will always be based on purpose not power.
- Collective efficacy operates at all levels of the organisation and greater alignment may happen through working together (e.g. through cross-cutting collective efficacy teams) and implementing evidence-informed strategies.
- A high performing school may pilot and innovate with a new idea beyond our principles, if impact is seen the strategy could become a principle of alignment.
- This document makes clear what is aligned and therefore what is not.
- Our school improvement strategy supports the process of alignment; school improvement is alignment and alignment is school improvement.

The Purpose of Diversity

- Leadership and personal accountability are founded on ownership and self-determination; inversely conformity and micro-management leads to stultification and breeds a dependency culture.
- Diversity encourages healthy debate and gives us the opportunity to learn from different ideas and practices.
- Truly valuing diversity leads to trust, creativity and accelerates improvement.
- Whilst context is never used as an excuse, it can make a difference to the iteration of a strategy, and we work positively with the communities that we serve.

How we value Diversity

- We are clear what is aligned and therefore we are also clear what is not, and we do not want or expect conformity or standardisation beyond aspects of compliance.
- Alignment is not standardisation and therefore beyond compliance, there can be differences in how strategy is iterated (e.g. oracy is hugely important however, ways of securing confident communicators may differ).
- We value authenticity and honesty and celebrate what makes individuals and organisations unique.
- We understand that highly functional teams are diverse and encourage healthy challenge.
- We are morally and committed to achieving true diversity throughout our whole organisation as well as believing that commonality binds us together.

Ambitious for our whole community

We have strong collective buy in, and we are extremely ambitious for our staff and students. We will know that our schools are truly remarkable when the impact of their culture is such that their outcomes put them no lower than the top 10% of schools nationally.

We provide an education where all our children will become:

- **Knowledgeable and expert learners**
- **Confident communicators**
- **Community contributors**
- **Future ready.**

All our schools provide the opportunities for our learners to secure the 4 ambitions both through the planned formal curriculum and extra-curricular. The all-round development and education of our young people is incredibly important to us, and we work closely with families to intrinsically motivate our children to become the best version of themselves.

Our staff are the people that unlock our children's potential and make a difference to the lives of young people every single day. We have a clear people and talent strategy, and our overall aim is for all staff to feel that they truly belong to a remarkable school and trust.

Our 4 ambitions for staff are summarised as:

- **Developing and demanding effective people leadership and management**
- **Investment in excellent professional development**
- **Managing staff workload and wellbeing**
- **Respecting national terms and conditions.**

A Description of a Beckfoot School

David Horn Founding CEO 2020

The most striking feature of a Beckfoot Trust school is its relentless and bloody-minded determination to not allow any child to accept failure. To realise our ambition of creating remarkable schools we create a culture of high expectation where every young person enjoys learning and expects success. A culture where every child feels safe, and no child is left behind. A culture where a commitment to diversity, equality and inclusion permeates every aspect of the school. Prejudice and discrimination in any form will never be tolerated.

Headship matters. It is the Headteacher more than any other individual who sets the tone in shaping that culture. Every member of the community knows them and what they stand for. They live and breathe the core principles of respect and equality thus creating a strong diverse and inclusive community. As a Beckfoot Trust leader they ensure that the school fully embraces and benefits from the collective efficacy principles of the Trust. The job of leadership is to describe a challenging vision and equip an organisation to achieve it. They establish strong and purposeful senior and middle leadership teams who are an extension of the leadership philosophy of the headteacher. They then create strong teams of very capable staff who own the vision for the school and know how to deliver it. The Headteacher leads by example. They are highly visible, emotionally intelligent and humble. They ensure the organisation is managed efficiently to achieve its defined objectives.

Schools are only as strong as their staff. We recruit and retain both teaching and non-teaching staff who reflect our commitment to a diverse workforce and who share this passion for transforming life chances. Every colleague is nurtured and challenged to improve further through high quality performance management and professional training. They are given the resources needed to do a good job. We care for their well-being and have clear workload expectations. We reduce bureaucracy and free them up to do their core role. We thank them for all they do well, celebrate their achievements and show compassion when they face challenges.

The starting point in creating a culture of high expectation amongst our pupils is to establish a positive relationship with them. Making clear to every child that the school is theirs and allowing them genuine opportunities to be leaders within school is essential. Our schools are located within communities where there are high levels of financial disadvantage, communities where many of our young people are vulnerable. Many of our young people have special educational needs. This must not hold them back. No child should be left behind. An inclusive culture of positive praise, personalised support and forgiveness when things go wrong is incredibly important. Every day is a fresh start. Positive relationships between staff and pupils is essential. It is this that gives our school genuine soul.

Enabling families to be able to genuinely support their child's learning is a critically important feature of our work to ensure no child is left behind. It is outlined in a Trust wide policy on Family Involvement. Our focus is on creating an inclusive informal culture where families feel that school is a friendly and safe place to be. Families are kept informed of how well their children are doing and know what to do next to support their learning. Every family has a specific link person to talk to who knows their child. Critical to family involvement is consistent and timely communications, clear and simple reporting mechanisms, linking learning between home and school, effective use of digital technology, celebration of success and identifying opportunities to use parents as a resource. There is a targeted approach taken with families of children who are not achieving to their potential.

Once we have a young person's confidence, we then challenge them to be 'ready for learning'. By making expectations clear and easy to understand, the school achieves absolute clarity about expectations of pupils and a consistent approach to implementation from staff. There are clear and measured sanctions for those pupils who do not comply. Readiness for learning means being on time to school and lessons,

dressing smartly, respecting staff, calm movement around the school, how to enter and leave a lesson, how to conduct oneself in a lesson and how to work independently outside lessons.

Once we know our pupils are ready to learn, the next stage is to establish a coherent quality of education experience. One designed to ensure that every learner can succeed. No child left behind. A curriculum aligned to the four Trust key indicators: confident communicators, knowledgeable and expert learners, committed community contributors and future ready young people. The pupils follow a curriculum that has breadth and depth. One that consciously and strategically educates pupils about societal prejudice, the importance of diversity, equal opportunity and celebrates individuality. One that fosters preparation for adulthood including independence and resilience. One that maximises the benefit of digital technology. A curriculum designed to ensure that pupils know more and remember more as they move through their school journey from early years upwards. Cross curriculum projects and independent study programmes are built into the curriculum as are opportunities for children to connect themes to their local community. The pupil has access to a comprehensive programme of trips, clubs and special events, in school events, charity fund raisers and competitions. In short, a curriculum for all.

From there, teachers plan challenging, engaging lessons suited to the ability of their pupils. Lessons are aligned to subject specific knowledge organisers and agreed schemes of learning. Teachers manage their classes with professionalism and pride. They cultivate a passion for their subject within their pupils. They insist that pupils take pride in their work. They set meaningful independent learning tasks and utilise technologies for remote learning. They provide feedback which helps the pupils to improve.

Data is used intelligently throughout the school to bring to light the achievements of our pupils and staff. Pupils are assessed on entry to school and then regularly and systematically thereafter. Pupils are set targets and supported to achieve them. We investigate systemic disadvantage through the interrogation of data, including deprivation and race disparities and use what we know to plan compensatory strategies to ensure they catch up. We undertake annual assessments in the Basics (reading, writing and maths in primary; communication, English and maths in special; English and maths in secondary) for every year group. We use assessment data and other indicators to better understand the effectiveness of our curriculum, our teaching quality, our readiness to learn strategies.

In primary, including Early Years, we use assessment to ensure that pupils are making progress in line with the appropriate statutory frameworks, i.e. EYFS for Nursery and Reception, Age Related Expectations for Years 1 to 6, Phonics during Reception to Year 2, and mathematics timetables knowledge. Pupils working below their chronological age have individual learning plans that expect them to make progress.

In secondary, the results of assessments enable us to group pupils according to attainment, where appropriate, and keep pupils and families informed of progress. There is frequent opportunity for movement between sets, and classes towards the bottom of the attainment spectrum are smaller and, where appropriate, benefit from the support of teaching assistants and amongst our most vulnerable, specialist support staff. For Years 10 to 13 we use assessment to create a heightened sense of cultural momentum amongst pupils, parents and staff towards public exams, a greater sense of competitive spirit and targeted mentoring and intervention classes towards targets.

Within special school settings, assessment of learning is more nuanced and respondent to a pupil's progress day to day. The assessment is based on the individual's EHCP outcomes over time so is personalised to their specific needs.

We equip pupils in all settings to thrive in formal assessments, examinations and externally accredited courses. We hold an annual formal examination in core and foundation subjects at every year in mainstream schools from Year 2 upwards. The results of these assessments enable us to group pupils according to attainment and keep pupils and parents informed of progress.

Personal development of every pupil underpins all we do. In the school there will be an embedded and multi-faceted plan in place that creates confident, outward looking and reflective young people ready for

life. The specifics include genuine opportunities to lead change, learning how best to learn, developing their communications skills so that they can talk with confidence, know how to interpret feedback and act upon it, know how to plan their own futures including careers, know how to contribute as both citizens and leaders to their community and know how to keep themselves safe and healthy both physically and mentally. A comprehensive RSE programme will support and strengthen this dimension.

Finally, the physical environment of our schools is designed with thought about the quality of the experience for every child. It matters. Schools should feel homely and exude a pride in its appearance. In a Beckfoot Trust school you will see great vibrant display celebrating the work of its pupils. The school will be clean and environmentally efficient. Toileting facilities are looked after. Play, independent learning and civilised eating spaces are well designed and looked after.

What Makes a Remarkable School?

| Our Principles of Alignment | |
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| <i>Leadership and Management</i> | <p>Leaders at every level:</p> <ul style="list-style-type: none"> • Are entirely mission-aligned and live the values and ambitions of the Trust; • Are committed to our principles of alignment and collective efficacy; • Only make decisions that align to our mission; • Lead with integrity and humanity; • Hold exactly high expectations of themselves and others and make no excuses; • Are committed to a relentless drive to improvement and belief that ‘our children can’; • Communicate priorities and vision with clarity; • Ensure that feedback is candid and kind; • Respond to feedback with maturity and self-reflection; • Are intrinsically motivated and create the culture for others to be motivated; • Demonstrate energy, enthusiasm, and optimism; • Put strong professional relationships at the heart of all they do; • Are highly visible and have a forensic attention to detail; • Build cohesive teams; • Value diversity as much as commonality and consider cultural add as well as cultural fit; • Support, challenge, support; • Have enough humility to defer to the brilliance of others; • Embrace collective efficacy and ensure their teams do too; • Are deeply interested in ‘the best that has been thought and said’ and will do whatever it takes to ensure excellence in every classroom; • Works positively with other leaders within and beyond the Trust; • Always presents a positive, optimistic, and professional image of the Trust; • Welcomes strong accountability and holds others to account; • Are proud of their school and their membership of the Beckfoot Trust; • Are insanely ambitious and will not rest until all our schools are in the top 10% nationally; • Headteachers create a culture that is high in aspiration, high in motivation and has clarity of social norms; • Give back when school is securely Phase 3 and 4; • Have the power to lead. |
| <i>People and Talent</i> | <ul style="list-style-type: none"> • Healthy cultures built on clarity of purpose and communication. • Clarity of who must do what to minimise meetings and communication. • No expectation to reply to emails outside of working hours. • Keep it simple to free staff from bureaucracy. • Focus on feedback more than marking for teachers. • Time dedicated to collaborative planning and working (saves time and makes a difference). • Time spent on deliberate practice. • Investment of time on bi-weekly (as a minimum) learning walk with instructional coaching (more for ECF). • Emphasis on simple, kind and impactful feedback. • Eliminate unnecessary data burdens, focus more on output than input. • Annual survey for staff feedback (you said we did). • Employee Assistance Programme. • Research-informed approach to managing change. • Self-determination theory as a driver for wellbeing. |

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| | <ul style="list-style-type: none"> • Shared resources to save time. • Collaborative networks to share knowledge, ideas, and resources. • Investment in an excellent CPD programme, including leadership development. • Emphasis on diversity, authenticity, and all belonging. • Meeting and where possible, exceeding, national pay and conditions. |
| <i>Equality, Diversity, and Inclusion</i> | <ul style="list-style-type: none"> • Commitment to our developing strategy for E, D, I that runs through all that we do. • Diversity as a moral and philosophical commitment underpinned by robust compliance. • Inclusion is the means to equality for all groups. • Intolerant of all discriminative and abusive behaviour. • Use of data to interrogate any barriers to student and staff achievement. • We celebrate diversity and emphasis commonality. • Our values are important for all belonging. |
| <i>Appraisal</i> | <ul style="list-style-type: none"> • Healthy and efficient with an emphasis on self-reflection and determination (see policy). • Focussed on intrinsic motivation. • Recognises and removes the barriers to some people's further development (e.g. social and emotional). • 360-degree feedback for all leaders. • Predicated on the notion that feedback should be continuous, kind and helpful. |
| <i>QA</i> | <ul style="list-style-type: none"> • Daily leadership visibility; 'every lesson every day' for climate support and check. • Open classroom door policy. • Learning scrutiny and focussed checks termly (ie per faculty/theme). • Executive Challenge meetings three times a year. • Central and peer support for deep dives. • Clarity of expectations and ambition. |
| <i>Self-evaluation</i> | <ul style="list-style-type: none"> • Headteacher self-evaluates using the PRAG which informs the annual SEF and the one-page termly position statement. • Executive Challenge meetings three times a year, rigorous to validate self-evaluation and clarify next steps and any support needed. • Keep it simple, output more than input. |
| <i>Behaviour for learning</i> | <ul style="list-style-type: none"> • Consistently high expectations (100%) that reflect our mission and supports our values. • Clear social norms/rules driven by purpose not power so that students can develop self-regulation. • Simple learning habits that are integral to all lessons. • Unconditional positive regard yet clarity of expectation. • 100% perfect uniform, fully equipped, calm and orderly entrance and exit, on-task, positive response, completion of home-learning. • Support, challenge, support (e.g. uniform/dress code, equipment, homework). • Understanding that to have high expectations you must have high levels of support (e.g. 100% perfect uniform and equipment achieved by high support from school). • Low tolerance for disruption to learning. • Adherence to the Trust Exclusion policy (managed move and exclusion as a last resort and only after following protocols). • Intolerant of harassment, discrimination, and abuse (as reflected in our policies and sanction tables). • Shared behaviour policy and a broad agreement on sanctions agreed by the Head teachers and Collective Efficacy Team – moving to 'no chance' for key habits in mainstream (fully support all to get it right). |

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| <p><i>Parental Engagement</i></p> | <ul style="list-style-type: none"> • Firmly held belief that all families are fundamentally aspirant for their children although societal barriers may impede their ability to be self-determinant. • It is our responsibility to do whatever it takes to remove barriers and work collaboratively and supportively with parents so that our children and young people can enjoy, learn, and succeed. • Strong relationships and partnership are the heart of all we do. • Our commitment to parental engagement is expressed in our Family Involvement Strategy and all schools self-evaluate against this with the aim of being green plus in all areas. |
| <p><i>Safeguarding</i></p> | <ul style="list-style-type: none"> • Hyper-vigilant to all behaviours that may undermine an individual's safety or well-being. • Proactive in our approach to anti-bullying and all forms of abusive behaviour. • The child's voice as central to our culture of safeguarding (confident communicators). • Core safeguarding policy. • Commitment to rigorous systems for securing the attendance of every child every day. • Single Central Record checklist. • Annual statutory training on Keeping Children Safe in Education (KCSIE) and contextual safeguarding as a minimum. • Designated Safeguarding Lead in every school with appropriate status, time, and support to discharge duties. • Headteacher trained on Keeping Children Safe in Education. • Supervision expectation for all named persons. • Lead Trustee for safeguarding. • Member of Central Improvement Team with oversight and expertise. • Shared collaborated protocols and practices for Elective Home Education, Child Missing in Education, Managed Moves, child absconds, attendance. • Annual external review in every school. • Works within the whole-Trust aligned strategies for managing attendance. • Trust-wide Child Protection, Attendance policy and protocols, Online Safety policy, Child Absconds policy. • CPOMs online reporting and aligned categories. • Protocol for Home Elective Education, Children Missing in education. |
| <p><i>Individual Needs/SEN</i></p> | <ul style="list-style-type: none"> • Equity to ensure equality. • The belief that true inclusion is integrative. • Genuine value of difference yet the same high aspirations and belief that 'our children can and do.' • All children to be in classrooms with their peers whenever possible, regardless of additional need. • Children with SEN have the same access to specialist teaching and teachers. • Calm and consistent classroom practice that allows the most vulnerable learner an environment where they can succeed. • Qualified SENDCO in every school. • Meets the code of practice. • Wave 4/5 provision complementary curriculum to avoid external alternative provision or permanent exclusion (with the aim of reintegration). • SEND Strategy and Statutory Compliance. • Works to the SEND Operational Manual including how we review EHCPs. • Preparation for adulthood framework for future ready. |
| <p><i>The Curriculum</i></p> | <ul style="list-style-type: none"> • Based on the premise that a shared body of knowledge is a human right; if you do not have it, you are reliant on those that have (knowledgeable and expert learners). • The more knowledgeable our young people are, the more they are liberated. |

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| | <ul style="list-style-type: none"> • Defines a knowledge-rich curriculum as incorporating diverse types of knowledge; ‘knowing how as well as knowing that.’ • Through gaining knowledge our young people can think critically and creatively. • Allows regular opportunities for our children and young people to secure our ambitions for them. • As a moral imperative must be ambitious in offer, planning, and delivery. • A sustained and diverse range of foundation subjects from Year 2 to Year 9 as a minimum (as broad as possible for as long as possible). • EBACC as a right for all in mainstream. • Commitment to arts and sport both within and beyond the formal curriculum. • Time for personal development studies and communal learning and an emphasis on the development of self. • Values driven, the more our children and young people develop knowledge and skills the greater their enjoyment and self-belief. • Agreed body of knowledge in EBACC in Primary and Secondary (what not how). • Designed to be remembered although never reductionist. • Planned sequentially for progressive knowledge acquisition. • Pitched for desirable difficulty so that children and young people develop resilience and understand the importance of hard work as a quality for success in life. • Knowledge organisers to support retention, retrieval and the development of schema. • Strong focus on extra-curricular for developing the whole child, supporting our ambitions, and building cultural capital. • Cross-cutting collective efficacy teams that debate powerful knowledge and ‘the best that has been thought and said’ yet are acutely attuned to Eurocentric and malestream thinking. • Increasing emphasis as students mature on ‘whose knowledge’ and specific choice of knowledge (e.g. History and Geography) that helps them understand their own identity. • Allows frequent opportunities for our children and young people to secure our ambitions for them, confident communicators, knowledgeable and expert learners, community contributors, future ready young people. • Time is made for reading and texts are purposefully chosen for context and appropriate difficulty to challenge thinking and encourage the development of an extensive vocabulary. • In mainstream primary there is alignment around the knowledge of core subjects with a specific approach to the development of vocabulary, handwriting and spelling. • In mainstream secondary the KS4 and KS5 specifications are aligned. • At KS3 (7-9) long term plans align by the end of each year so that cumulative assessments can be taken. |
| <i>Teaching</i> | <ul style="list-style-type: none"> • Delivered by subject experts who collaborate to be the best that they can be. • Supported by collaboratively planned, well sequenced, knowledge-rich schemes and knowledge organisers. • Facilitated by clarity and consistency of routine and expectation and strong professional relationships (the heart of all we do) • Is evidence informed. • Features: objective driven planning, direct instruction, high challenge and high support, clear modelling, scaffolding for access, low stakes testing/ retrieval practice, clarity of learning expectation (ie learning mode), directed questioning, strategies for whole-class response (e.g. mini-whiteboards). • Builds in time and explicitly teaches learners self-regulation and metacognition. • Rosenshine’s Principles of Instruction can be used to illuminate the evidence from cognitive psychology. • Data driven planning that shapes learning, determines gaps and next steps. • Whole class feedback strategies to reduce marking load. |

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| | <ul style="list-style-type: none"> • Bi-weekly instructional coaching and feedback to provide support and challenge for all practitioners. • Opportunities to develop oracy (confident communicators) to aid thinking, an extensive vocabulary and writing. |
| <p><i>Assessment</i> (PRINCIPLES DOCUMENT CURRENTLY BEING COLLABORATED ON)</p> | <p>All Leaders:</p> <ul style="list-style-type: none"> • Commit and adhere to the principles of assessment document, collaborated and agreed by all leaders; • Work together through Collective Efficacy Teams to align key assessments for reporting and comparison purposes; • Use low stake testing formative assessment daily to identify learning gaps, encourage ongoing knowledge retention, retrieval, and acquisition; • Use knowledge organisers to support the acquisition of schema; • Plan lessons driven by data and pitched at desirable difficulty; • Believe in exposing mainstream children and young people to exam conditions to support practice and to build resilience; • Run an annual summer examination season for all year groups in mainstream which reflects as near as possible to the authentic experience (including access arrangements where needed); • Understand that mainstream children and young people of all ages need exposure to examination style questions on a regular basis so that they build up stamina and develop skills of application, evaluation, synthesis, and analysis; • Adherence to the data calendar and principles for assessment document. <p>Secondary</p> <ul style="list-style-type: none"> • Use an external reading test in Year 7 to identify the need for further support. • Align end of year subject tests sat in examination conditions with access support where needed. • End of year tests have an emphasis on the whole year's study with an element of cumulative from previous years. • By the end of Year 10 and 12 tests will be global. • Organise bi-annual high-stakes exam condition papers in every subject, summer exam agreed at subject Collective Efficacy (network) meetings (increasingly global as reach Year 11). • Alignment of GCSE and A level specification (where this benefits young people). <p>Primary</p> <ul style="list-style-type: none"> • As well as statutory assessments, there will be annual aligned assessments (externally provided). <p>Special</p> <ul style="list-style-type: none"> • Formative and highly responsive to the individual and the learning in lessons day in and day out. • Summative assessments towards accreditation are completed at the end of Key Stage 4 and 5. |
| <p><i>Data and Reporting</i> (AS ABOVE MORE TO COME)</p> | <ul style="list-style-type: none"> • Time must be built into the curriculum to help students understand what data means and to identify next steps. • Reporting to parents must be clear and allow them to support learning conversations at home. |
| <p><i>Personal Development</i></p> | <ul style="list-style-type: none"> • Central to everything and driven by our values and aligned to our mission. • Informal and formal opportunities to improve self-belief, develop a value in effort to succeed and understand causes and consequences. |

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| | <ul style="list-style-type: none">• Planned personal development curriculum to support all our learners in meeting our ambitions for them with an emphasis on self-knowledge and improvement (we can all get better).• Leadership and voice opportunities (confident communicators and community contributors).• Competitions within and beyond the school community (confident communicators and community contributors).• Communal learning about moral purpose and changing the world for the better (community contributors).• Shared RSE policy (community contributors, future ready).• Agreed approach to CEIAG (meets Gatsby and future ready)• Access to mental health first aiders in every school. |
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How we will support you in your relentless drive of improvement (we can all get better)

| School Improvement | |
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| <p><i>School Improvement PRAG</i> (See Appendix 1)</p> | <ul style="list-style-type: none"> • An evaluative tool determined by the Headteacher’s self-evaluation and validated by the CEO through challenge meetings. • Updated by Headteachers 3 times (although may not change significantly within a year) and helps inform the annual SEF and termly one-page position statement. • Ratings may be moved up or down based on evidence from external data or evaluation of effectiveness. • Best fit assesses where their school is on the journey to remarkable and supports identification of next steps and what support is needed from the Central Improvement Team to further improve. • Is based on published criteria and relates to the 4-step improvement model. • Is reported in detail to the Education Committee three times a year and in summary to the Trust Board. • Relates to our alignment principles and other areas of effectiveness such as student progress and commercial effectiveness. |
| <p><i>4-Step Improvement Model</i> (See Appendix 2)</p> | <ul style="list-style-type: none"> • Adapted from Sir David Carter’s 4 stage improvement model and combines with our Beckfoot understanding of what makes a school remarkable (our alignment principles). • It relates to the PRAG and supports thinking around prioritising next steps. • Purple is 100% alignment to our principles and all data indicators place the school significantly above national: a remarkable school. • The 4 stages are PRAGed and there are cultural and KPI indicators which support the 2-sided SEF and 1 page Position Statement. |
| <p><i>SEF and Position Statement</i></p> | <ul style="list-style-type: none"> • The SEF is a 2-sided modelled evaluation document used to inform the Challenge Day and to support the school in writing their improvement plan. • The Position Statement. |
| <p><i>Evaluation of Effectiveness</i></p> | <ul style="list-style-type: none"> • Annual external safeguarding review. • An annual Trust review of each school is led by the Associate Director of School Evaluation and Effectiveness and will involve a peer element with an emphasis on the quality of education. • One-off external reviews may be commissioned if capacity is needed (e.g. EDI). • If a school has been inspected by Ofsted that year, there will be no formal review however, Challenge Meetings will occur as usual, although depending on timing, will focus on matters such as morale and wellbeing. <p>Term 1</p> <ul style="list-style-type: none"> • Challenge Meeting where externally accredited outcomes achieved at key stages 2, 4 and 5 are analysed and the Headteacher PRAG is validated by the CEO. • A review of academic progress achieved by learners in end of year assessment exams with a particular focus on Year2, 5, 10 and 12. • A review of the School’s Self Evaluation and progress on the 3 Year Strategic Vision . <p>Term 2 and Term 3</p> <ul style="list-style-type: none"> • Challenge Days including a tour (not a royal visit!) of the school including observation of free movement. • The focus of the meeting will be communicated in advance and will focus on the following aspects. |

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| | <ul style="list-style-type: none"> • Always a review of the PRAG and progress against school/ Trust strategic priorities as expressed in the 1-page position statement. • A follow up visit (proportionate to need) will be arranged to support progress made on initial report actions. • Review of progress made by learners towards their EHCP targets. • The effectiveness of the Year11 Intervention strategy. • Internal health checks focused on specific aspects of school improvement following consultation with the HT. Peer review opportunities built into this process. • Review of annual surveys (Pupils, Staff, Parents). • Learning walks, cyclical routine checks, cyclical learning scrutiny, SEF checks. • A one-page impact document will be provided within one week of the visit and this will support the Headteacher’s PRAG evaluation and next steps. |
| <p><i>Cross-Cutting Collective Efficacy Teams</i> <i>(See Appendix 3)</i></p> | <ul style="list-style-type: none"> • Collective Efficacy Teams work together to promote alignment and have a shared collective belief in the power and effectiveness of the team to make a difference. • CETs (Collective Efficacy Teams) work hard to develop trusting and respectful relationships so that all our children and young people can benefit from the best research and evidence and the strongest practice. • Some teams are permanent (e.g. around culture), others may come together around a Corporate Strategy project (e.g. Digital Strategy, EDI), others may be coalesced around a time-limited sprint (e.g. Covid). • All Teams are chaired or co-chaired by a senior leader who is committed to teamwork and making decisions based on our principles of alignment. • Head teachers commit fully to staff attendance at the meetings, they are committed to the principles of alignment or belief in collective efficacy and therefore support the work and decisions that emerge from the team. |
| <p><i>Central Support For School Improvement</i></p> | <p>CEO</p> <ul style="list-style-type: none"> • Strategic direction, visibility, clarity support, and challenge, risk, and opportunities. <p>Executive Headteachers (Primary and Secondary) who, in addition to leading their own Trust school:</p> <ul style="list-style-type: none"> • Lead the appraisal and line management of other Headteachers within their phase. (Special school HTs are linked to primary phase). • Provide bi-weekly mentoring, situational coaching, support, and critical peer friendship. • Support the HT in the development of ‘the 3 Year Strategic Vision’ and in prioritising alignment to our principles and where needed, with self-evaluation judgements. • Demonstrate alignment to and clarity of alignment to our Trust mission, values, ambitions, and principles. • Establish and foster collective efficacy amongst HTs within their phase. • Is a member of the Trust Executive Leadership Team and is line managed by the CEO. <p>School Improvement Team</p> <p>A team of school improvement and pedagogical experts led by the School Improvement Director.</p> <ul style="list-style-type: none"> • Bespoke support and challenge proportionate to risk as signposted through the Trust School PRAG and evaluation of effectiveness processes. • Leads and supports collective efficacy teams and leads on school improvement and corporate projects. • Supports compliance and school evaluation. • Ofsted support led by the Associate Director of Evaluation and Effectiveness (pre, during post). |

| People and Talent | |
|---|---|
| <i>Recruitment</i> | <ul style="list-style-type: none"> • Open recruitment events for prospective staff, trainees and QTS colleagues. |
| <i>Teacher training</i> | <ul style="list-style-type: none"> • School Direct programme on behalf of Trust schools and management of the relationship with Teacher training partners. • Talent spotting: alumni and undergraduates with the hope that they become teachers of the future. |
| <i>Early Career Framework Provision</i> | <ul style="list-style-type: none"> • ECF provision for all Trust colleagues through their first two years of teaching, including high quality induction, skill development and nurturing. This includes management and development of school based ECS mentors. |
| <i>New staff Induction</i> | <ul style="list-style-type: none"> • One day induction into the Beckfoot Trust vision, values, commitment, and practices for all new staff. |
| <i>Appraisal</i> | <ul style="list-style-type: none"> • Co-ordination of Appraisal policy and procedures for all staff. |
| <i>Professional development programmes and forums</i> | <ul style="list-style-type: none"> • Facilitation of professional development programmes and forums including: • Annual Trust Conference • Annual Headteacher/ Deputy Headteacher/ CIT Away Day • Bi-termly training/development on a key aspect of creating remarkable schools. • Providing subject specific enhancement/ training • Leadership Development Programmes (See below) • Diversity and inclusion modules are embedded in all our programmes. |
| <i>Leadership Development</i> | <ul style="list-style-type: none"> • Trust wide leadership development programmes for all staff at all levels of their leadership development. • Bespoke programmes and residentials at all levels and external provision through organisations like Ambition Institute and the DfE. (NPQML, NPQSL, NPQH, NPQEL). • Talent-mapping and the intention to support, develop and retain talent within the trust • Specific support and monitoring of staff who are in a minority with the aim of creating a more diverse workforce. |
| <i>Equality, Diversity, Inclusion</i> | <ul style="list-style-type: none"> • The Trust Diversity and Inclusion Strategy sits at the heart of the Corporate Plan and is led by the Director for HR and CEO. • The Trust Diversity Steering group shapes and then monitors the impact of the strategy. |
| <i>Workload and Wellbeing</i> | <ul style="list-style-type: none"> • Trust Workload and Well Being Pledges. • Annual staff surveys. • A Wellbeing strategy and co-ordinating a MHFA offer (communicated through Trust Matters and Trust wide events). |
| <i>Recruitment</i> | <ul style="list-style-type: none"> • Direct support and involvement in the appointment of senior leaders to schools including the appointment of Headteachers. • Trust wide recruitment administrative service for schools including standard template documentation to be used through any recruitment process to ensure compliance with statutory and best employment guidelines, with equality legislation. • Equal opportunities monitoring for recruitment and annually across the workforce. |
| <i>Capability, Disciplinary and Grievances</i> | <ul style="list-style-type: none"> • See Business Management Manual for who must do what in the event of panel work. |

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| <i>Relationship with Trades Unions and professional associations</i> | <ul style="list-style-type: none"> • Director HR and the CEO meet termly with TU and professional association representatives at the Joint Consultation and Negotiation Cttee (JCNC). • Headteachers are responsible for local Trades Union relationship management. • The Trust fully complies with statutory national and local terms and conditions of employment for all employees. |
| <i>HR Advisory Service</i> | <ul style="list-style-type: none"> • HR expertise to support schools on changes to policy, legislation, and statutory regulations. • Advise on managing complex cases including investigations. • HR advice and support on strategic and operational matters (HTs, CBMs and HR Teams) through a telephone helpline service, email, and face-face HR surgeries. • HR Audit and Compliance including SCR checks. • Develops and implements consistent HR policies, processes, and systems. • Annual HR health check. • Support in maintaining standards of conduct, using metrics to identify where improvements are needed. • Responsible for statutory reporting obligations. • Support with organisational structures and restructures. • Support with developing strong organisational cultures and values. • Staff engagement. |
| <i>Payroll and Pensions</i> | <ul style="list-style-type: none"> • Managed out-sourced comprehensive payroll and pensions service. |

| Finance and Governance | |
|------------------------------------|---|
| <i>Finance and Governance Team</i> | The team is led by the Finance Director . The team includes finance, business management and administrative specialists. |
| <i>Collaborative Network</i> | <ul style="list-style-type: none"> • Finance User Group • Finance Focus Group |
| <i>Finance</i> | <p>Overseeing the financial planning and analysis cycle for the Trust including:</p> <ul style="list-style-type: none"> • Trust management accounts, reviewing assumptions, monitoring the risk level of the Trust as a whole on a monthly basis, gathering feedback and ensuring consistency • Leading the budget planning cycle, setting Trust wide assumptions, monitoring the wider financial context of the Trust and ensuring this is reflected in budgets • Reflecting on schools' Curriculum Led Financial Planning • Financial Benchmarking to inform strategic decision making <p>Ensuring effective financial management and controls are in place across the Trust and are constantly being developed and maintained. This includes:</p> <ul style="list-style-type: none"> • A system of internal and external audit to ensure compliance with the academies financial handbook • Advising on new methods of work, ensuring systems and controls are adhered to • Support for difficult financial decision making within control frameworks <p>Facilitation of financial collaboration between schools including:</p> <ul style="list-style-type: none"> • Running the finance user group • Identifying areas where economies of scale can be achieved <p>Supporting Trust procurement</p> <ul style="list-style-type: none"> • Identifying opportunities for Trust procurement • Contract management |

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| | <ul style="list-style-type: none"> • Developing and maintaining a systemised approach to procurement <p>Managing cash balances and growing Trust income</p> <ul style="list-style-type: none"> • Trust deposit strategy • Cash flow management • Managing the bank account, bank recs, payment runs <p>Managing financial reserves including the capital reserve position</p> <ul style="list-style-type: none"> • Identifying areas of risk and mitigating the financial risk |
| <i>Governance</i> | <p>The Trust operates a model of single governance. There are no local governing bodies. The Headteacher has responsibility for managing a Local School Committee made up of key stakeholders (parents, staff and students) which are linked to Trust Board.</p> <ul style="list-style-type: none"> • Scheme of Delegation • Corporate Strategy • Annual cycle of meetings • Monitoring and evaluation Calendar • Review of Key performance Indicators (Trust wide and School specific) • Trust Board, Education Cttee, Business Cttee, Audit Cttee, Members Meetings. • Local school Committee meetings x4 • Clerking |
| <i>Compliance</i> | <ul style="list-style-type: none"> • Management of Compliance KPIs. • Statutory practice and core policies. • Programme of checks and audits (H&S, GDPR). • Coordinate work of Cluster H&S committees. • Competent person (H&S at Work regs 1999). • Data Protection Officer (DPO). • Insurance requirements and investigations. • Support the response to FOI requests and complaints. • Annual GDPR Review. • Annual Website Review. |

| Operations | |
|---|--|
| <i>Operations Team</i> | This team is led by the Operations Director. The team includes Business, Estates, Data, IT and Marketing specialists. |
| <i>Collaborative Networks</i> | <ul style="list-style-type: none"> • Communications User Group • Estates User Group • Health and Safety Committees • Data Management Group |
| <i>Trust Marketing and Communications</i> | <ul style="list-style-type: none"> • Brand guidelines. • Website template, structure and compliance (managed by schools, checked by Trust). • Social media branding. • Coordination of marketing (for nurseries and sixth forms). • SharePoint Management including Trust wide bulletin and internal comms. • Standard document template for external documents, letterhead, E Mail footer, PPT template for external audiences. • Support a calendar of Trust-wide events. |

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| <i>Trust's Estates, Facilities</i> | <ul style="list-style-type: none"> • Central budget for capital works to ensure statutory compliance, and improve building condition, suitability and energy efficiency. • Support the development of skills of key staff employed in estates roles. • Estates contract management – compliance and best value. • Ensure the effectiveness of FM services. • Demographics, capacity and sufficiency. • Lead and coordinate the Trust's response to the climate emergency. |
| <i>Data Management</i> | <ul style="list-style-type: none"> • Management of key Trust wide metrics needed to support Trustees and Schools in decision making • Ensure smooth and robust mechanisms for the central collation of data and ensure the data sits within a central data dashboard. • Develop the Trust Data Toolkit and support colleagues throughout the Trust in its use. • Champion intelligent data and evidence-based approaches to strategy. • Support individual schools to develop robust, accurate and consistent systems for data collection and analysis; including on-site training and producing central guidance materials. • Ensure effective collaboration is supported by intelligent data throughout the Trust • Ensure evidence-based practice and research informs the Trust approach to data analysis and evaluation. • Develop an outward facing approach to data management and research, building strong and mutually beneficial relationships with external partners. |
| <i>Technology/IT</i> | <ul style="list-style-type: none"> • Digital strategy based around teaching and learning requirements • Procurement processes: central budget for replacement strategy and planned growth. Best value delivered through planned programme and procurement at scale. • Centralised IT support, with local provision organised in clusters • Provide a sustainable and harmonised model of technology across the Trust • Centrally/Cloud hosted services: MIS, telephony; digital marketing solution; file services; unified communications; back up; infrastructure. |

| Cluster Business Management | |
|------------------------------------|--|
| <i>School Business Support</i> | <p>The Cluster Business Managers provide business management support to clusters of schools within the Trust. They play a vital role in providing an interface between the Trust and the School regarding business management strategy and decision making. Specific elements of their role are:</p> <ul style="list-style-type: none"> • Working with Headteachers on the practical implications of changes within their schools and gaining their support for them; • Working closely with Trust Executive Leaders in People and Talent, Finance and Operations and the CEO; • Positively promoting both the School and Trust priorities; • Implementing agreed changes in their school and engaging relevant staff in their clusters to do likewise; • Identifying potential opportunities for collaboration and achieving benefits of scale as they arise within each cluster; • Keeping School Office Managers and other relevant school staff involved in the agenda and liaising with them; • Implementing agreed changes within clusters. |

Appendix 1 School PRAG (relates to alignment principles for creating remarkable schools)

Exemplar PRAG to the Trust Board: Reported **three times a year/annually** to the Trust Education Committee and the Trust Board

| PRAG area | Allerton | Heaton | Nessfield | Priestthorpe | Phoenix | Hazelbeck | Beckfoot | Oakbank | Thornton | Upper Heaton |
|--------------------------------------|----------------|---------------|----------------|---------------|---------------|---------------|---------------|----------------|----------------|---------------|
| Last Ofsted | RI (Mar 19) | G (Nov 19) | SM (May 17) | G (Oct 16) | G (Jun 16) | O (Jul 19) | O (Jun 14) | RI (May 19) | RI (Sep 19) | G (Mar 18) |
| Top 10% (2019) | | | | | - | - | | | | |
| Overall PRAG | | | | | | | | | | |
| Leadership Capacity | | | | | | | | | | |
| People & Talent | | | | | | | | | | |
| Curriculum (Qual of Ed) | | | | | | | | | | |
| Behaviour, Attendance & Safeguarding | | | | | | | | | | |
| Parental Engagement | | | | | | | | | | |
| Standards Report | | | | | | | | | | |

| Journey Phase key | Key to direction of travel | |
|--|----------------------------|---|
| Leading 'A Remarkable School' | Improving: | ↑ |
| Embedding 'Many key features of a Remarkable School' | Sustained: | ↔ |
| Reinventing 'Momentous change so may appear entirely new' | Declining: | ↓ |
| Stabilising 'School requires significant improvement and intervention' | | |

The PRAG will be completed **once/three times a year** using the key in the table above and incorporates the following:

- Most recent Ofsted inspection outcome and date.
- An assessment of where the school is on its journey to the top 10% of schools nationally, based on attainment of pupils at the end of Key Stage 2 (primary schools) or Key Stage 4 (secondary schools).
- The overall PRAG evaluation based on Beckfoot Trust's School Improvement Model (Appendix 2).
- An evaluation of the schools' standards, i.e. performance outcomes for pupils: a 'best' fit based on available data.
- An assessment of overall financial sustainability
- Key Observable Features in the School Improvement Model:
 - Leadership Capacity
 - People & Talent
 - Curriculum (Qual of Ed)
 - Behaviour, Attendance & Safeguarding
 - Parental Engagement

Exemplar PRAG to the Trust Education Committee (TEC): reported three times year.

To support Headteachers in their PRAG self-evaluation against the criteria in the School Improvement Model, each will have a Scorecard that summarises the KPI data outlined against each of the Key Observable Features (see Appendix 2 for the detail). The CEO will also have access to the schools' Scorecards and a Trust Scorecard to ensure that evaluations are transparent, clear and evidence informed.

Exemplar Scorecard for a Trust school: produced annually.

| School Scorecard - KPIs and SEF | | Date: ##### | | Beckfoot Trust | |
|---|----------|-------------|-----------|----------------|--------|
| OVERALL PRAG rating | | | | | |
| School Self-evaluation based on KPIs and SEF | Overall | Previous | Current | Change | Trend |
| | | Embedding | Embedding | | Stable |
| People and Talent | | | | | |
| | Previous | Current | Change | Trend | |
| % Teachers at career stage expectation | | | 0% | up | |
| % Performing above career stage expectation | | | | | |
| Staff absence by days - Teaching | | | | | |
| Staff absence by days - Non Teaching | | | | | |
| No. of unfilled (or supply filled) teaching vacancies | | | | | |
| Staff retention (voluntary turnover) | | | | | |
| No. of staff formal disciplinarys (cumulative) | | | | | |
| Stage 2 and above complaints workforce composition | | | | | |
| increased in diversity since first FTE | | | | | |
| Contact ratio (Mainstream Secondary only) | | | | | |
| Staff survey Question 1 | | | | | |
| Staff survey Question 2 | | | | | |
| Staff survey Question 3 | | | | | |
| Parental engagement | | | | | |
| | Previous | Current | Change | Trend | |
| % Attendance at Parent evenings | | | | | |
| Parent survey Question 1 | | | | | |
| Parent survey Question 2 | | | | | |
| Parental involvement audit SEF (RAG) | | | | | |
| Leadership capacity | | | | | |
| | Previous | Current | Change | Trend | |
| Leadership 360 strong against l'ship principles | | | | | |
| Staff survey response rate | | | | | |
| Parent survey response rate | | | | | |
| Pupil survey response rate | | | | | |
| Curriculum (QoE) | | | | | |
| | Previous | Current | Change | Trend | |
| Performance trends (publ outcomes): ↑, ↓, = | | | | | |
| Overall performance | | | | | |
| Pupil Premium performance | | | | | |
| SEND performance | | | | | |
| Internal achievement data | | | | | |
| Pupil surveys - Question 1 | | | | | |
| Pupil surveys - Question 2 | | | | | |
| Pupil surveys - Question 3 | | | | | |
| Behaviour, Attendance and Safeguarding | | | | | |
| | Previous | Current | Change | Trend | |
| Safeguarding Compliance YES/NO | | | | | |
| % Attendance overall | | | | | |
| % PP attendance | | | | | |
| % Persistent Absence | | | | | |
| % PP PA | | | | | |
| Overall FTE (1+ % of pop'n) | | | | | |
| Overall Pex (number) | | | | | |
| % NEET | | | | | |
| Destinations | | | | | |
| Parent survey - Safe Question | | | | | |
| Pupil survey - Safe Question | | | | | |

Appendix 2 Beckfoot Trust's School Improvement Model

Our school improvement model draws on Sir David Carter's 4-stage model and is adapted to reflect our aligned principles and journey to meeting our mission: to create remarkable schools where no child is left behind.

Underpinning Principles

- Context is no barrier to high attainment, and we believe all children can and do.
- Attainment is important, culture is everything.
- We align to our clear principles through collective efficacy.
- We value and cultivate diversity as much as alignment.
- Keep it simple yet rigorous.
- We can all get better.
- Supporting and challenging leaders is the best way to secure improvement.
- Improvement can be demonstrated by results and Ofsted judgements, however, a compelling culture and the indicators of this are also important.
- On the road to remarkable culture may shift before results.
- Creating a truly remarkable school takes time.
- The Headteacher owns the PRAG and is open to positive challenge around judgements.
- The PRAG is not an Ofsted judgement, it is a tool for Headteacher's to use to evaluate where they are on the road to remarkable.
- PRAGs are 'best fit' self-evaluations based on hard and soft data, the aim is to encourage open dialogue, humility and a relentless drive for improvement supported by the CIT.
- The final validation of the PRAG (reported to the Trust Board) is made by the CEO following Challenge Days.

Journey Phase Leading (A Remarkable School)

Description

- Self-determinant; celebrates alignment and diversity.
- Joyful culture; strong professional relationships are palpable.
- Confident (not arrogant), innovative and outward facing.
- Exactingly high expectations.
- Models' collective efficacy and is embedded across the school.
- Capacity giver, brand leader.
- Outcomes significantly above national for all groups in all areas.
- Commercially extremely sound with strong compliance, culturally embedded.

Central Capacity

- Engages positively with cross-cutting Collective Efficacy Teams (CETs).
- Headteacher light-touch dialogical coaching (critical friend)
- Reviews used to facilitate further improvement (we can all get better), could be deep dive on innovation and to share best practice.

Priorities

- Capacity giver
- Ambitious 3-year plan
- Humility and recognition of any areas of improvement (we can all get better)

Key Observable features (see Principles in the Contract)

| Leadership capacity | KPI |
|--|---|
| <ul style="list-style-type: none"> • Full alignment to the Beckfoot mission, values, ambitions and principles in all areas. • Demonstrates collective efficacy and is embedded throughout the school. • Clarity, simplicity, rigour. • Capacity to lead research and innovation to add to the alignment principles where appropriate. • Developed strategic leadership that can provide Trust-wide capacity and support. • Willingness to 'push power down' and 'defer to the brilliance of others.' • Culture of aspiration, intrinsic motivation, strong social norms, rules based on purpose not power. • Talent map demonstrates up and coming leadership. | <ul style="list-style-type: none"> • Culture is demonstrably strong in all walk arounds and reviews. • Culture demonstrated in all outcomes. • Leadership 360 degree strong against leadership principles. • Mission, vision, values are 'lived not laminated', visible and articulated in all documents and by all leaders, staff and students during reviews. • Evidence of successful innovation and implementation of new strategy as demonstrated through reviews. • Capacity giver. |
| People and Talent | KPI |
| <ul style="list-style-type: none"> • Change is managed well. • High morale and low employee turnover. • Powerful sense of belonging. • Increasing evidence of progress to greater talent diversity. | <ul style="list-style-type: none"> • Staff survey results are very positive, significantly above national benchmarks and a Trust leader. • High percentage of staff are high performers and most have high potential. • Staff attendance is higher than national (excluding critical and mat leaves). |

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| <ul style="list-style-type: none"> • Strong relationships and a sense of Team School and Team Beckfoot Trust. | <ul style="list-style-type: none"> • Voluntary staff turnover is low although may find some because of lack of opportunity for advancement (aim to keep in the Trust). • Workforce composition increased in diversity since first EDI survey. |
| Curriculum (intent and implementation) | KPI |
| <ul style="list-style-type: none"> • Aligned to the Beckfoot principles. suitable for the context, clarity and coherence of intent and implementation leading to excellent outcomes for all. • Coaching and feedback are entirely embedded and lead to consistently excellent teaching. • Feedback is welcomed by all, and the culture is one of continuous striving to get better. | <ul style="list-style-type: none"> • Demonstrated by review. • Outcomes place the school at least in the top 10% of all schools nationally for progress, with no significant gaps for disadvantaged groups. • Attainment will be significantly higher than national or rapidly rising. |
| Behaviour, Attendance and Safeguarding | KPI |
| <ul style="list-style-type: none"> • Student attitudes are exceptional. • Embedded (almost invisible) learning habits; 100% on task. • Whole culture is calm and focused. • Student leadership and voice is fully embedded. • Culture of safeguarding is fully embedded. • Attendance is excellent. • Most children access the classroom with their peers most of the time with little if any external alternative provision. • Wave 4/5 complementary curriculum has reduced as classroom practice is entirely inclusive (used only to avoid permanent exclusion or external provision). | <ul style="list-style-type: none"> • Demonstrated in all KPIS, on all reviews and in everyday monitoring. • Student voice and feedback is excellent; proud of their school and would recommend, feel safe. • Attendance for all groups above national and may be rising where not above 97%. • Safeguarding review 100% compliant, significant elements of best practice. |
| Parental engagement | KPI |
| <ul style="list-style-type: none"> • Fully engaged and diverse LSC. • Family feedback and engagement is strong. | <ul style="list-style-type: none"> • LSC reviews. • Family feedback is extremely positive, would recommend the school. • Minimum 90% attendance at parents evenings and continues to rise (100% follow up). |

Journey Phase

Embedding (Many key features of a remarkable school)

Description

- Leadership increasingly strategic and less reactive with evidence of appropriate ‘pushing power down.’
- Strong alignment to mission, values, ambitions, and adoption of most principles.
- Developing capacity to be entirely self-determinant and to support others.
- Outcomes at least national and rapidly improving, any gaps for vulnerable groups are closing.
- Commercially sound with good compliance routines.

Central Capacity

- Headteacher coaching weekly may be more instructional with increasing elements of dialogical.
- Focused support from CIT

Priorities

- Ongoing alignment and embedded consistency to expedite the journey to remarkable.
- Talent development and retention.
- Rigour and simplicity to reach Leading phase; humility to accept feedback and support.
- Avoidance of initiative overload and fads.
- Insistence on 100% - the highest of expectations of all.

Key Observable features (see Principles in the Contract)

| Leadership capacity | KPI |
|--|--|
| <ul style="list-style-type: none"> • Alignment to the Beckfoot mission, values, and ambitions • Broad alignment to the principles although impact not yet fully seen everywhere. • Demonstrates collective efficacy and is starting to embed throughout the school as leadership starts to move to becoming more distributed. • May be ‘green shoots’ of the capacity to lead research and innovation. • A strong culture of aspiration, intrinsic motivation, strong social norms, rules based on purpose not power is rapidly emerging. • Talent map demonstrates up and coming leadership. • Leadership and management of change is increasingly about ‘pushing power down’. | <ul style="list-style-type: none"> • Culture increasingly demonstrated in all outcomes. • Culture is demonstrably strong in all walk arounds and reviews. • Leadership 360 degree strong against leadership principles. • ‘Lived not laminated’, visible and articulated in all documents and by all leaders, most staff and students during reviews. • Evidence of successful innovation as demonstrated through reviews. • Evidence becoming a capacity giver. • Staff attendance at least in line with national and improving. |
| People and Talent | KPI |
| <ul style="list-style-type: none"> • Morale of the critical majority is high and employee turnover is reducing. • Powerful sense of belonging emerging. • Strong relationships and a sense of Team School and Team Beckfoot Trust is emerging. | <ul style="list-style-type: none"> • Staff survey results are positive. • High percentage of staff have potential. • Starting to focus on increasing diversity since first EDI survey, however, impact not yet seen. • May still be some voluntary turnover with those that feel they cannot fully align. |

| Curriculum (intent and implementation) | KPI |
|---|---|
| <ul style="list-style-type: none"> • A broad, ambitious, and coherent knowledge-rich curriculum is starting to become embedded across the academy although impact is not yet fully seen. • Teaching is strong in most classes and most staff are performing in line with careers stage expectations. • Where under-performance is identified it is swiftly addressed and staff are effectively supported to improve. • Coaching is not yet fully embedded but there are plans in place. | <ul style="list-style-type: none"> • Outcomes place the school broadly in line with national with gaps for any disadvantaged/vulnerable groups diminishing. • Demonstrated by review. • Attainment will be rapidly rising rapidly. |
| Behaviour, Attendance and Safeguarding | KPI |
| <ul style="list-style-type: none"> • Student attitudes are good and improving with a low tolerance for low level disruption. • Calm corridors and break times. • Culture of safeguarding is fully embedded. • Attendance is very good. • Wave 4 provision for a very small minority and only to lead to no managed moves or permanent exclusions. | <ul style="list-style-type: none"> • Demonstrated on all reviews and in everyday monitoring. • Student voice and feedback is mostly positive and a large % are proud of their school and would recommend, feel safe. • Attendance for all groups is at least in line with national and PA is lower. • Safeguarding review 100% compliant, some elements of best practice emerging. • FTE, PEX and MM are reducing. |
| Parental engagement | KPI |
| <ul style="list-style-type: none"> • LSC full membership with increasing diversity and engagement. • Family feedback and engagement is increasingly strong. | <ul style="list-style-type: none"> • LSC reviews • Family feedback is positive, and an increasing number would recommend the school. • Increased numbers at parents' evenings (no less than 90%) and continues to rise (100% follow up). |

Journey Phase

Re-inventing (Momentous change so may appear entirely new)

Description

- Strong alignment to mission, values, ambitions from the leadership and increasingly from staff
- Adoption of many principles although purpose may not yet be fully realised by all, impact not yet seen.
- Outcomes are rapidly improving, strategies for raising attainment and closing gaps are in place but there may be a lag from strategy implementation.
- School is in control and culturally feels like a Beckfoot Trust School in many ways.
- May be a deficit budget, however, a plan is in place to become commercially viable without damaging rapid improvement.

Central Capacity

- Headteacher coaching weekly may be more instructional unless a previously experienced Beckfoot Head.
- Considerable support from CIT, including high visibility to support culture.

Priorities

- Ongoing alignment and embedded consistency to expedite the journey to remarkable.
- Embed culture of purpose not power and continue to be intolerant of low-level disruption and other behaviours that undermine the safety of others.
- Developing the capacity and capability of middle leaders.
- Talent recruitment, development, and retention (including big focus on professionalism)
- Rigour, simplicity, repetition to rapidly reach embedding without over-loading staff and students with change.
- Demand 100% in everything and know that despite initial transformation there is more to do.

Key Observable features (see Principles in the Contract)

| Leadership capacity | KPI |
|--|--|
| <ul style="list-style-type: none"> • Alignment to the Beckfoot mission, values and ambitions • Broad alignment to the principles although impact not yet fully seen in outcomes and may be some inconsistency in application. • Collective efficacy is demonstrated by leadership. • Social norms are clearly established although may not yet be apparent that rules are based on purpose not power. • Leaders routinely articulate the vision and values and are constantly crafting a culture of high aspiration and motivation. | <ul style="list-style-type: none"> • Leadership 360 degree may be increasingly strong • Mission, vision and values are constantly articulated by leaders, and this is observed in all review. • Clarity of purpose is emerging among the whole community but there will be some inconsistency. |
| People and Talent | KPI |
| <ul style="list-style-type: none"> • Change is increasingly well managed although may still have to be more rapid and 'top down' than is ideal. • HR issues may still be prevalent as staff adjust to step-change in expectations. • Talent map demonstrates up and coming leadership staff movement will still be occurring. | <ul style="list-style-type: none"> • Staff survey results are measurably improving. • Percentage of staff with potential is increasing and becoming a majority. • May still be a negative vocal minority of staff. • Staff turnover may be higher than national and others in Trust due to changing culture. • Staff attendance is improving. |

| Curriculum (intent and implementation) | KPI |
|--|---|
| <ul style="list-style-type: none"> • A broad, ambitious and coherent knowledge-rich curriculum is planned, and, in some places implemented impact may be emerging but not yet fully. • Most staff are performing in line with career stage expectations. • Where under-performance is identified it is swiftly addressed and staff are effectively supported to improve. • Coaching is not yet fully embedded but there are plans in place. | <ul style="list-style-type: none"> • Demonstrated by review. • Outcomes for all are improving and internal data would indicate that younger year groups are on the trajectory to achieve well. |
| Behaviour, attendance and safeguarding | KPI |
| <ul style="list-style-type: none"> • School culture is changing, and student attitudes have vastly improved. • Low-level disruption may still present a challenge, however, it is not tolerated, as a result sanctions may be higher than desired. • Passivity may have replaced disruption and is inconsistently challenge. • Social norms are evident although not yet embedded as purpose not power. • A small minority of students may still occupy a large amount of time because of high tariff incidents. • Attendance is managed with rigour, impact on some groups and students is evident. • Wave 4 internally to avoid alternative provision where possible. • Safeguarding is effective. | <ul style="list-style-type: none"> • Student voice and feedback is improving although there are a vocal minority who are resisting change. • Attendance for all groups and some key groups may be below national and PA higher. • FTE, PEX, and MM (as well as internal sanctions) may still be high, and this will reduce. • Roll increasing (where no demographic barriers) but may still be short of PAN. • Safeguarding review 100% compliant. |
| Parental engagement | KPI |
| <ul style="list-style-type: none"> • LSC has a committed chair who is working to support parental recruitment. • LSC may lack membership, diversity and may not be representative of the community the school serves. • Family feedback and engagement is improving from an exceptionally low start. | <ul style="list-style-type: none"> • LSC reviews. • Family feedback an increasing number would recommend the school and say children are happy. • Increased numbers at parents' evenings (over 80%) and continues to rise (aim for 100% follow up). |

Journey Phase **Stabilising**

Description

- The school is broken and requires significant improvement and rapid intervention in all areas.
- No discernible culture, or may be toxic.
- Students either visibly out of control or a climate of negotiation and low challenge leading to happy staff and students.
- Due diligence reveals dysfunction, the real extent only emerges on conversion or sponsorship.
- Commercially unstable in many areas.
- Roll falling or likely to be significantly under PAN and a large proportion of dissatisfied or disengaged families (S20s).

Priorities

- Stabilise-repair plan actioned for first year (safeguarding and behaviour first – establish norms).
- Highly visible and reactive yet calm leadership (including the gates).
- Community engagement, attempt to build trust.
- Talent onboarding in relation to the repair plan.
- Review of the organisational structure and early talent map.
- Decisions about what under performance to tackle first (likely to be leadership).
- Burning platform for change, set the vision.
- Constant reassurance and engagement with staff and students, it is a phase and will improve.
- Constant positivity and emphasis of all green shoots with staff and students.
- Early decisions around PAN/phases to stabilise budget.
- Forensic attention to detail and insistence on consistency.

Central Capacity

- Headteacher coaching: interventionist and entirely instructional, unless a previous Beckfoot Head teacher.
- Central staff base themselves in the school and are highly visible.
- Executive Head with experience of turnaround may be based at the school.
- CIT is a capacity giver, does whatever it takes to add and bring stability, work with the core team and model as well as provide direction and reassurance.

Key Observable features (see Principles in the Contract)

| Leadership capacity | KPI |
|--|--|
| <ul style="list-style-type: none"> • No alignment yet, may be a will but lacking in leadership capacity at all levels. • Politics and confusion. • Initiative fatigue with poorly embedded systems a likely feature. • Lack of accountability at all levels of the organisation. • Context used as an excuse. | <ul style="list-style-type: none"> • Staff voice (due diligence and soft landing) may welcome change or may be resistant or fearful of more change (particularly if a sponsorship after a failed conversion). |
| People and Talent | KPI |
| <ul style="list-style-type: none"> • Low morale and high employee turnover leading to supply. • Recent staffing attracted may not be suitable. | <ul style="list-style-type: none"> • All KPIs significantly lower than Embedding phase. |

| | |
|---|---|
| <ul style="list-style-type: none"> • Significant HR issues may emerge either conduct or performance. • May be a need for re-structures for fairness and budget control. • Recruitment may be difficult, may rely on a talent pool from Phase 1 schools. | |
| Curriculum (intent and implementation) | KPI |
| <ul style="list-style-type: none"> • May be too narrow, poorly planned, lack of progression, delivered by non-specialists/turnover of supply. • Curriculum likely to lack rigour or challenge and be pitched too low. • Leading to poor outcomes. • Not enough emphasis on attainment. • Student classroom experience in the classroom does not support the curriculum intentions. • No clarity re. teaching method and no investment in helping staff to improve. | <ul style="list-style-type: none"> • Demonstrated by review. • Poor outcomes and or declining trend or spikiness depending on cohort. |
| Behaviour, attendance and safeguarding | KPI |
| <ul style="list-style-type: none"> • Student behaviour may be chaotic, unsafe. • Some teachers may have classrooms where there is calm and order and pockets of learning. • No consistency of behaviour management. • Likely to be a culture of negotiation and misplaced 'ruinous empathy.' • Contextual excuses made for poor culture and behaviour. • Description of 'good and bad' students and year groups. • Walk arounds would indicate safeguarding concerns as feels unsafe. • Under PAN leads to pressure of in-year applications and churn. • May be a significant number of children in alternative provision. | <ul style="list-style-type: none"> • Attendance significantly lower than national for all and key groups, PA high. • Demonstrated on all reviews and in everyday monitoring. • Safeguarding unlikely to be compliant due to chaos and lack of systems, at best it is seen as a compliance exercise rather than central to the culture. |
| Parental engagement | KPI |
| <ul style="list-style-type: none"> • Governance/previous governance in existence is weak and has not challenged or has not had the correct information. • May need an IEB until stabilised. • Family feedback and engagement is poor. • Aspirant families may be appealing for elsewhere or wanting to Home Educate. | <ul style="list-style-type: none"> • A lot of negative feedback, stakeholders, and wider community. • Parents may or may not initially supportive of the Trust/poor experience leading to initial adversarial relationship. |

Appendix 3 Cross-Cutting Collective Efficacy Teams (CET)

Purpose

- Collective Efficacy Teams are an important way in which we achieve the benefit of scale; they are different to 'network' meetings which may be about sharing best practice as their core purpose is to work to the principles of alignment for creating remarkable schools.
- They are how we align to our principles and ensure all of our children and young people benefit from attending a remarkable school.
- We celebrate diversity, however, we all commit to the principles of alignment and we achieve them through collective efficacy.
- They are driven by our values and are evidence informed; we know that teams who have a belief in their own ability actualise success for children and young people.
- Alignment is not standardisation (other than compliance). A strategy may be iterated differently according to context. The principle will be the same and our Teams understand this.
- The principles align to our mission and are also evidence-informed, through working together we can share the best way of achieving them.
- We would not align to a principle that is counter to our values or mission.
- Our aim is to be an agile organisation that is responsive to the needs of the communities that we serve, with clarity of alignment we can 'push power down' to those who are most attune to the needs of the 'front line', staff, students and parents.
- Through developing trust in one another our teams can debate principles and strategy in a healthy and non-competitive way.
- Through our CETs, we may secure even greater alignment than we expected in some areas; this is because team members want our students and staff to benefit from our best collective practice.
- We do not align for control, standardisation can lead to a static culture which is unable to respond to changing needs, we align so that we can all benefit from the best evidence-informed practice.
- We also align because we know that we have more in common than divides us and we are one Trust.
- Micromanagement breeds indifference and is not what we believe in. CET meetings are supported by a Senior Leader or a member of the Central Improvement Team who is there to achieve agreement by listening, supporting and gently challenging with respect where necessary.
- No decision or discussion will ever take place at a CET meeting that undermines the Heads power to lead.
- Great communication between the Heads Team and the CET is vital and is the responsibility of the Strategic Steer through the Director for School Improvement.
- Culture should always determine our strategy. A strategy will always fit with our mission, values and ambitions.
- Change if managed well will take time (unless it is urgent e.g. COVID response); however, if it is worth doing, the whole process must be managed carefully so that we don't end up with sub-optimisation and chaos.
- Some Teams will operate permanently, some Teams will be short-lived and coalesced around a 'sprint' – e.g. a short-term strategy.
- Team members will always leave meetings feeling invigorated and heard.

Roles

Headteacher

- Works positively with other Heads and the CIT in order to realise the benefit of scale to advantage all of our children, young people and staff.
- Is supported by the Central Improvement Team to have the power to lead.
- Owns the purpose, process and principles of alignment as set out in The Contract and is clear that alignment brings clarity.
- Embraces clarity of alignment and sees it as liberating rather than constricting.

- Is immensely proud of their school and also feels the benefit of belonging to one Trust.
- Supports attendance of their staff at Cross-Cutting Collective Efficacy Teams.
- Is a Beckfoot Trust leader and a leader of their school.
- Believes in collective efficacy and models openness to challenge, support and being a positive team player.
- Aims to be a contributor to the improvement journey of others when they are at a stage in their own school journey where they are able to.
- Is the architect of culture in their own school although nothing they do would be counter to our mission, values and principles.

Strategic Steer of the Cross Cutting Collective Efficacy Teams

- Acute understanding of what makes a remarkable school and how our principles help us achieve this.
- Understands that everything we do is about purpose not power and thinks very carefully about how alignment is achieved.
- Demonstrates humility and 'defers to the brilliance of others' when working with those who are closer to the 'front line' than they might be.
- Lives our values (enjoy, learn succeed) and understands what it means to be an ideal team player.
- Understands that our aim is to create team not to micro-manage.
- Works with the Team Champion to co-construct the agenda and to steer topics, allowing the whole Trust to respond with agility to changing circumstances.
- Understands that, beyond compliance, the principles may not be fixed forever even although they provide direction and stability, and that the CCT and champion may be able to articulate a very good reason for other change or a different principle of alignment.
- Thinks through the implications and symbolism of aligning strategy; small things may be highly symbolic to schools and their leaders, we do not what to stifle diversity.
- Is the voice of reason and expertise around the principles, especially when difficulties arise.
- Ensures constant link up and good communication between other Teams, The CEO and members of the CITs.
- Is sensitive to a school's improvement phase; as a result, is flexible in support and challenge.
- Adds value to the agenda through sharing research and insights; supports sprints.
- Feeds into the Audit and Risk Committee and Trust Board briefings (e.g. safeguarding, policy updates, anti-racism and talent).
- Leads or co-leads training for the Team and various groups, for example, ITT, ECF, onboarding, governors, Headteachers.
- Provides expertise in the area they co-chair for leaders across our Trust and in the case of external issues (particularly safeguarding and diversity).

CET Champion (may not have in Year 1)

- Works to the job description of the CET Champion and their own specific job description.
- Meets regularly with the Strategic Steer to discuss CEG work and to feedback issues that should be considered.
- Works with other Champions at least 3 times a year (before meetings) to ensure alignment of message.
- Represents the views of the whole Trust while using their specific school knowledge and expertise to move forward debates.
- Supports training at the CEG.
- Supports the CET members in writing 'What To Dos' (WTDs) for their own school in relation to statutory Trust-wide policy.
- Supports any CET with any areas for improvement (AFIs) following audit or Ofsted.
- Works with turnaround academies, specifically on alignment to the backbone.
- Offers support to thriving academies, as requested.
- Leads on 'sprints' outside of the meeting, for example, projects that are of the moment and require intensive focus with a much smaller team (or individually).

- Understands Collective Efficacy and what it means to be a Beckfoot Trust School.
- Seeks out expertise and research in own area to shape and inform agendas.
- Leads or co-leads training as appropriate for ITT, NQT, onboarding, governors.

PA to the CEO and Trust (role in relation to the CET)

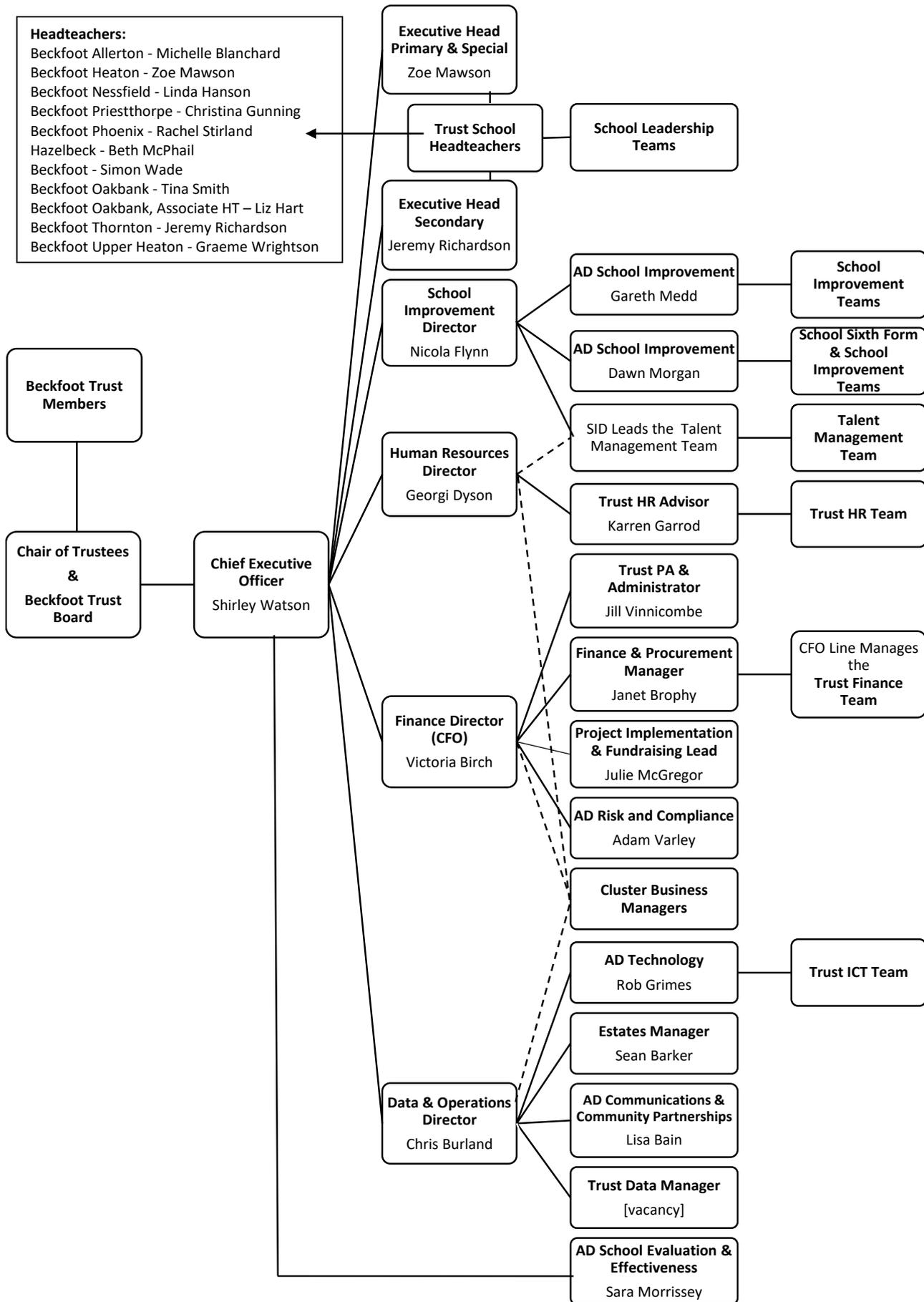
- Supports the programme of works for internal audits (e.g. annual safeguarding audit).
- Works with the Finance Director to liaise with the Clerk to the Board for training of Trustees.
- Ensures the CEGs are on the Calendar.
- Has contact details for local LSCs and Trustees.
- Has access to all CIT diaries.
- Attends all CIT meetings and organises agendas and communication, including the weekly bulletin update to Heads and CBMs.

Appendix 4 Trust Corporate Strategy

The Trust's Corporate Strategy outlines how it improves schools and sustains that improvement over time. It explains the Trust's values, core purpose and collaborative principles. It evaluates past performance and explains the strategy for improvement. The Corporate Strategy sits alongside the Scheme of Delegation that describes how the Trust is governed, led and organised. The diagram below summarises the Trust's approach to strategic development.

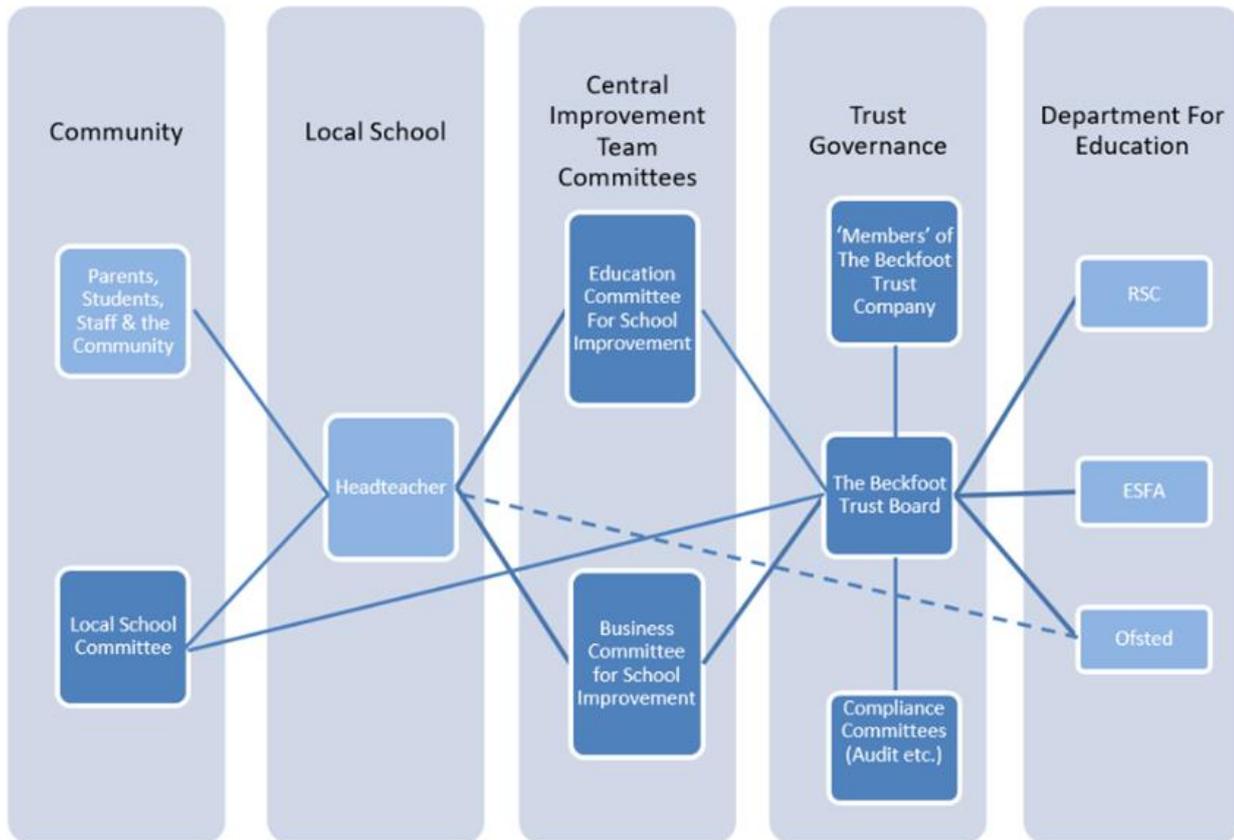


Appendix 5 Trust Leadership Structure



| | | | |
|------------|-------------------------|--------------------------------------|---|
| Governance | Chief Executive Officer | Headteachers & Exec. Leadership Team | Central Improvement Team and School Leaders |
|------------|-------------------------|--------------------------------------|---|

Appendix 6 Governance Structure



Appendix 7 Trust Central Charge

The Trust central charge is reviewed annually as part of the Trust Budget Cycle. The central team manage the budget for the central improvement team and the costs included in the central improvement team budget are charged to the schools within the Trust. The below table sets out the three areas of the central recharge, how the central team ensures these provide value for money for the school and the Trust and the basis on which the costs are recharged.

| Central Improvement Team Budget | Value for Money Achieved Through: | Recharge Method |
|--|--|---|
| <p>Core Services</p> <p>Central Improvement Team Staff Costs</p> <p>Indirect Employee Costs</p> <p>Central contribution to Trust CPD budget</p> <ul style="list-style-type: none"> • Centrally run CPD • Every module costs <p>Centrally held software</p> <ul style="list-style-type: none"> • PSF finance software & Support • Budget Software & Support • Every Contract, Asset & Compliance Software • Vacancy Filler • Carval <p>Annual Education Reviews</p> <p>Trust capitation budgets for Trust Wide Events or workstreams</p> <p>CIT Administration Costs</p> <p>Governance Costs</p> <ul style="list-style-type: none"> • Legal retainer fees • Actuarial fees • Insurance broker fees • Audit and accountancy fees • Clerking fees | <p>Benchmarking, corporate strategy, economies of scale</p> <p>Business management manual</p> <p>Economies of scale, collaborative working, facilitation of best ideas</p> <p>Economies of scale, contract review and management, Business management manual</p> <p>Economies of scale, independent checks, consistency</p> <p>Business management manual and procurement controls</p> | <p>Based on % of Grant Income</p> <p>3.6% for 21/22</p> |
| <p>ICT Services</p> <p>ICT Staffing Costs</p> | <p>Benchmarking, corporate strategy, economies of scale</p> | <p>Primary and special 1.25%</p> <p>Secondary 1.84%</p> |

Appendix 8 Key Documents

This a list of core Trust documents with electronic links which are key to understanding the structure of the organisation. are the following documents:

- The Scheme of Delegation
- The Articles of Association
- Annual Corporate Strategy
- Performance Management Documentation and Procedures
- Family Involvement Strategy
- Trust Calendar
- Business Management Manual
- People and Talent Strategy
- Statutory Policies

What to Do documents to clarity and simplify standard operating procedures.

As a result of the Scheme of Delegation, some aspects of compliance must be standardised, and this supports us in meeting the expectations set out in the Academies Financial Handbook. To achieve this, and to ensure efficiencies, we have central services that deliver several of our core functions; IT, Estates, Finance, HR, Data, Communications (see Business Manual).