

**THE ROBINSWOOD PRIMARY  
MULTI ACADEMY TRUST**

**TRUST DEVELOPMENT PLAN**

**2016-2019**



***'BE THE BEST YOU CAN BE'***

## INTRODUCTION

The Robinswood Multi Academy Trust consists of Robinswood, Waterwells and Hunts Grove Primary Academies. Robinswood Primary became an academy in 2011 and the multi academy trust was formed in 2013. Waterwells Primary opened in September 2013 and Hunts Grove opened in March 2015. All three schools are two form entry 3-11 primary schools; Waterwells and Hunts Grove are brand new schools commissioned by the local authority as a result of rapid and extensive building work in the surrounding areas. Both schools are subject to changing numbers on a regular basis due to the housing developments, with children joining the school at any time during the year.

Current numbers within the academies are as follows:

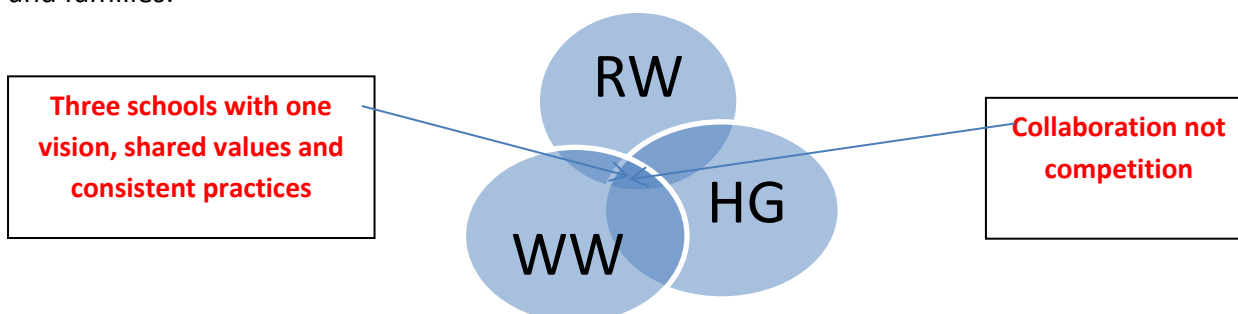
ROBINSWOOD	WATERWELLS	HUNTS GROVE
470	309	51

## VISION AND VALUES:

The strategic aims of the multi academy Trust are as follows:

- To develop the self-esteem of all members of the schools so that they are prepared to accept the life challenges which they may face
- To be inclusive - we welcome all children and provide challenging educational experiences for each individual
- To help each individual to strive to reach his/her full potential through the provision of a motivating and relevant curriculum
- To provide an interesting and stimulating environment which reflects the cultural diversity of the school and its community
- To provide an atmosphere where learning can be fun for all concerned and appreciated as a worthwhile activity in its own right, not just a means to an end and goes beyond the confines of school
- To help each individual to strive to reach his/her full potential through the provision of a motivating and relevant curriculum
- To provide a welcoming atmosphere, based on positive relationships, where everyone is valued, discrimination is challenged and not accepted
- To secure value for money through the economic, efficient and effective use of the resources it deploys in order to achieve the aims above

It is our aim as a Trust to work in collaboration and not competition for the good of all of the children, staff and families:



**The work of the TRUST is underpinned by the vision statement:**

BE THE **BEST** YOU CAN BE... and four core values:

**BELIEVE, ENGAGE, SUCCEED, TRY**

All aspects of school work are related to these values and it is expected that all pupils and staff adopt them in everything that they do. Each school has its own identity but the strong links between the schools, underpinned by these values, has enabled high quality collaboration to ensure the continued and developing successes of everyone in the partnership.

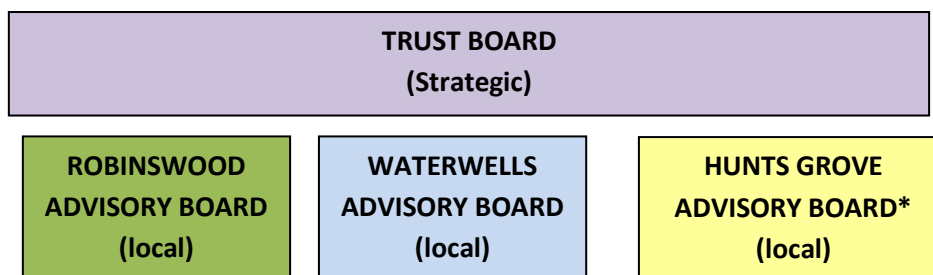
**It is strongly felt that working as a Multi Academy Trust, experiences and outcomes are enhanced for both pupils and staff:**

BENEFITS FOR PUPILS	BENEFITS FOR STAFF
<ul style="list-style-type: none"> <li>✓ a shared set of values and expectations across all three schools</li> <li>✓ consistent shared policies related to school improvement strategies e.g. quality of teaching, behaviour and safety, achievement and target setting and leadership and management</li> <li>✓ access to a wider set of staff expertise and a wider range of teaching and learning styles</li> <li>✓ Good levels of resources which can be shared and utilised by all</li> </ul>	<ul style="list-style-type: none"> <li>✓ increased opportunities to collaboratively work with other colleagues across schools</li> <li>✓ Increased levels of delegated leadership through subject teams</li> <li>✓ enhanced opportunities for continuing professional development through in house and external training</li> <li>✓ Opportunities to work, develop skills in different schools</li> </ul>
<p>Impacts directly and positively on the quality of education in the schools within the trust</p>	

**ORGANISATIONAL STRUCTURE**

**GOVERNANCE**

The Multi Academy Trust (MAT) has a governance structure in place across the three schools. The roles and responsibilities of the Trust and Advisory Boards are made clear through the scheme of delegation which has been shared with members of all board.



\*Whilst Hunts Grove is being accommodated at Waterwells Primary Academy, the work of the school will be monitored by the Advisory board at Waterwells. The Head of School and a parent representative of Hunts Grove

will join this board this group initially. The need to set up a separate group completely will be reviewed on a regular basis.

## LEADERSHIP STRUCTURE

Trust development is led by the belief that everyone has a moral responsibility to support the development of all children within the MAT and that we are ‘three schools with one vision’. We are committed to developing leaders of the future and have developed a leadership structure which enable staff at all levels to have a voice in school development and to develop their skills in trust wide positions.



## TRUST SELF EVALUATION AND DEVELOPMENT PLANNING

The developments of the Trust and priorities within each of the schools are based on continuous, rigorous self-evaluation processes. These include:

- On-going tracking of pupil data and outcomes to support the academic success of each learner
- Regular monitoring (lesson observations, book trawls, pupil progress meetings, learning walks, gathering pupil perceptions)
- Self-evaluation against key documents, i.e. Ofsted descriptors and DfE documents, i.e. 'Characteristics of Successful MATs'
- Working with an externally appointed leadership consultant at regular intervals throughout the year; this work involves learning walks, Continuing Professional Development (CPD) for leaders at all levels (action research, school based projects), support and challenge for EHT and Heads of School)

### SUMMARY OF TRUST PRIORITIES 2016-2019

#### PUPIL ATTAINMENT AND PROGRESS

- Ensure that the attainment and progress of learners in our school is above average and that there are no gaps in attainment of significant groups

#### QUALITY OF TEACHING, LEARNING AND ASSESSMENT

- All teaching to be at least good and much outstanding through continued staff development and sharing of best practice across the schools

#### LEADERSHIP AND MANAGEMENT

- To embed the newly introduced leadership structure so that leaders at all levels are responsible and accountable for pupil outcomes
- To explore future leadership structure (development of existing) in preparation of potential growth within the MAT
- To actively promote the MAT to ensure that we continue to recruit high quality staff and board members

#### PERSONAL DEVELOPMENT, WELFARE AND BEHAVIOUR

- To strengthen the inclusion teams in all schools so that all pupils are appropriately supported to achieve the best possible outcomes
- To establish the THRIVE approach as the key ethos and strategy for managing behaviour
- To embed sustainable systems for involving parents in their children's learning

#### PREMISES

- To project manage the building of the new Hunts Grove premises (2016/17)
- To oversee the installation of the two class 'pod' at Waterwells to house Hunts Grove
- To establish a rolling programme for refurbishment at Robinswood to enhance learning environment and decoration at Waterwells

## OVERVIEW TRUST DEVELOPMENT PLAN/PRIORITIES 2016-2017

<b>1. OUTCOMES/ACHIEVEMENT</b>
<ul style="list-style-type: none"> <li>▶ To raise standards in all areas to ensure more children are achieving expected standards in Reading, writing and maths by the end of KS2</li> <li>▶ To further raise attainment levels in all areas in KS1 <ul style="list-style-type: none"> <li>○ Particular focus on raising standards in writing across the schools to ensure more children in each year group are achieving expected levels of attainment and more children are demonstrating enhanced writing skills in other subjects</li> </ul> </li> <li>▶ To continue to raise levels of attainment in phonics screening at Robinswood so that outcomes are at least in line with national figures whilst maintaining standards in Waterwells and Hunts Grove</li> <li>▶ To review the curriculum at both key stage to ensure that all pupils have the opportunity to develop basic skills in other subjects and that all children have access to a broad, enriched curriculum</li> <li>▶ Establish a system of inclusion to enhance the provision for pupil premium (PP) pupils and close the gap with non PP pupils</li> <li>▶ Raise the standard of SEND provision (special educational needs and disabilities) to enable all learners to be independent and make good progress.</li> </ul>
<b>2. TEACHING AND LEARNING/ ASSESSMENT</b>
<p><b>To further improve the quality of teaching so that all lessons are judged at least good and a higher % outstanding:</b></p> <ul style="list-style-type: none"> <li>• To enable teachers, through continuing professional development (CPD), to plan for and deliver appropriate learning challenges which promote depth of learning</li> <li>• To continue to make effective use of refined tracking system and data available to ensure that work in lessons is accurately matched to pupil need, provides appropriate levels of pace and challenge, leading to higher numbers of pupils making better than expected progress</li> <li>• To ensure that all pupils have regular opportunities to apply and embed reading, writing and maths skills across the curriculum</li> <li>• To further develop the BEST values to promote higher levels of resilience in the pupils to ensure that they are taking more responsibility for their own learning</li> <li>• To ensure children have the opportunity to respond to marking in a timely fashion and that all teachers are providing constructive feedback that impacts on pupil progress</li> <li>• To review current use of AfL strategies across school to ensure consistency, in particular to further develop strategies for self and peer assessment</li> <li>• To further develop effective deployment of teaching assistants to ensure that they are able to deliver recognised, structured interventions on a regular basis</li> <li>• To develop the use of the outside areas to support learning in the foundation stage and throughout key stage 1</li> </ul>
<b>3. LEADERSHIP AND MANAGEMENT</b>
<ul style="list-style-type: none"> <li>▶ to ensure that leadership and management at all levels is effective and leads to improved capacity and improvement in standards and quality of provision for all pupils (see revised leadership structure)</li> <li>▶ to enhance levels of staff accountability through performance management systems</li> <li>▶ to deliver high quality programmes of Continuing Professional Development to enhance effectiveness of all staff in achieving improved outcomes for all pupils</li> <li>▶ to further develop governance structures within the MAT to ensure that all bodies are aware of school strengths and areas for development and have appropriate information to be able to challenge school leaders (in particular strengthen role of local governing bodies)</li> <li>▶ to audit and monitor safeguarding provision and procedures on a regular basis</li> </ul>
<b>4. PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</b>
<ul style="list-style-type: none"> <li>▶ Enhance the behaviour and nurture provision across the trust to allow all vulnerable pupils to access their learning through introduction of the THRIVE approach</li> <li>▶ To further embed the BEST values to ensure that all children develop high levels of resilience, positivity and independence in their learning and display excellent attitudes and behaviour in all aspects of school life</li> <li>▶ Establish a higher level of parental engagement to have a positive effect on pupil achievement.</li> </ul>
<b>5. PREMISES</b>
<ul style="list-style-type: none"> <li>▶ To project manage the building of the new Hunts Grove accommodation, both on site at Waterwells and new school building</li> </ul>