



PONTEFRACT
ACADEMIES TRUST

2020-23

STRATEGIC PLAN



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FOREWORD FROM THE CHAIR OF TRUSTEES



I count it a privilege, as well as a responsibility, to chair the Board of Trustees of an organisation as important to our community as this one. As an education trust, we are in the business of running great schools for the children, families and communities that we serve. In our case, the fact that all of our schools are in the same town means that there is the potential for a lot of collaboration and mutual support, to help drive standards higher and higher.

The most influential people in all of this are the pupils, parents and teachers who work together every day to unlock young people’s potential. As Trustees, our role is to support those efforts by making sure that the organisation that supports the schools, sets high standards and then builds and executes plans that will make them a reality.

I am delighted to reflect on the significant progress that our schools have made in the last couple of years. The improved academic results achieved by our young people are the clearest evidence of that, backed up by the

ongoing trend of generally positive assessments that our schools have received from Ofsted. As we reflect on the challenges our communities have faced in 2020 we are proud of the way that our leaders and their teams have responded to the disruption created by the COVID-19 pandemic. Their commitment and professionalism has been first class - clear signs that our schools are in very good hands. This plan sets out to build upon that progress and we believe that there is much more that can be achieved.

My fellow Trustees and I continue to relish the opportunity to work with Julian Appleyard, and his team, as they have executed on the first strategic plan they put together and updated and refined it to take our schools into their next phase of improvement. Our focus as a Board continues to be to provide a double edged challenge; to make sure that we are aiming high enough whilst making sure that there is a realistic plan to deliver. The third key element of our role, where this plan is concerned, is to use it to hold the senior leaders to account, as they deliver.

We know that we will never reach the end of the improvement journey. Our strategic plan is primarily intended to set out the flight path, as we see it for the next three years. As we work through the challenges that we have set for ourselves, no doubt we will find the need to adjust our course as we go. But what will not change, is a determination to deliver an education service to our communities that is second to none and to see our schools achieve outcomes that simply would not be possible, without the support provided by the Trust and their partner schools.

Thank you for taking the time to look through our plan. I hope that we can count on your support as we deliver it.

PHIL JONES
CHAIR OF TRUSTEES

CEO OVERVIEW



Recent months have been unlike any others I have experienced at Pontefract Academies Trust, or indeed in my career. I am sure that goes for all of us. The COVID-19 pandemic has created universal upheaval while changing the smallest details of our everyday lives. At the time of writing, our schools have fully re-opened and I am delighted that the energy, passion and commitment of our teams remain undimmed.

Prior to the outbreak of the virus, we were on track in moving to the second phase of our plan that centred upon embedding our processes and systems in schools as part of our drive to raise standards further. Additionally, our work around ensuring the appropriate services and infrastructure efficiently supported our schools had commenced. We had strong momentum as a result of the transformational outcomes in 2019 across both the primary and secondary phases. The consolidation and embedding of our models of teaching and learning, quality assurance systems and school improvement processes were deepening, however, the pandemic has inevitably checked some of our momentum. That said, across the Trust, our staff fully embraced one of our guiding principles, “stronger as one”, to a very high degree. Like all educational institutions we had to adapt and operate flexibly. This was done brilliantly across the Trust and we probably found a capacity unbeknownst to most until it was necessary.

Collaboration and an alignment across the Trust have been well recognised over the last couple of years and it is fair to say that working remotely brought even more collaboration. The “new normal” we experienced opened a new avenue

for leaders and staff towards collaboration. This is clearly demonstrated through our well-developed curriculum plans that we look to implement thoroughly as one of our Trust wide improvement priorities over the coming year.

RESPONDING TO COVID-19

As an education trust of eight schools we have a level of resilience that has allowed us to navigate these challenging times. Like all schools and trusts and parts of society we were thrown into an unprecedented situation, however, our approach in managing the situation with pupils, staff and parents has meant we have coped well. We placed a focus on the collaborative work amongst teaching and support staff. We also, made a top priority to ensure leadership decision making was clear and this clarity of communication was instrumental in our role civic role as community leaders. As a Trust we felt it so important to be open about our responses to the situation, remaining calm and professional in a difficult time. Underpinning this we have tried to clearly retain a sense of community through the disruption. We hope that our approach has brought a sense of belonging and even stronger relationships with stakeholders.

Whilst learning a great deal about remote learning, given the timescales we became stronger with this provision and the regularity of communication with our pupils, families and staff was done so with a focus on understanding as best we could how people were coping emotionally and physically. Of course, due to the fluidity of the lockdown situation we were constantly learning and there were challenges around ICT with home situations of many of our pupils making access to technology difficult.

Equally many of our dedicated staff teams were balancing work and childcare and I am proud that leaders supported staff throughout.

LOOKING AHEAD

Although it is impossible to determine the precise course of the pandemic and its economic consequences, we believe that we have prepared well.

Our challenge remains to improve outcomes for all but specifically for disadvantaged pupils. In a socially just society, all children must have a fair chance to learn and thrive. We have made strides, but not enough, and we do not want our children and young people falling through the cracks. Recent research reports that the gap in attainment during the period and learning deficits will have increased. The overriding short term priority for all our schools is a curriculum and well-being recovery programme for all pupils and we are confident in the primary and secondary plans that are being implemented at the time of writing. Two years ago, we refreshed our vision, mission and guiding principles as a Trust and this year we will continue to embed our values across our eight schools. Before lockdown we made a strong start in aligning the various aspects of the Trust – the goals, the culture, teaching and learning, performance management and accountability systems. This alignment will continue as we focus on the implementation of our well-ordered and sequenced curriculum plans across both phases. Additionally, we will continue to embed our guiding principles through developing our staff, teachers and leaders. This means being serious about the development of future leaders and succession

planning and provision and financial investment has been set aside to develop leadership capacity across our schools.

As a Trust the trajectory of school improvement demonstrated in the last round of GCSE examinations and SATs has positioned us well. Whilst we have a well-defined and implemented strategy for Trust wide improvement, what makes the difference is an acknowledgement that each of our schools is at a different stage of their improvement journey. The Trust Board, executive leaders and school leaders, as well as local School Performance Review Boards have a clear understanding of this. I believe that we know our schools well and most importantly, understand the needs of each school which is essential in making sure that the improvement strategies we deliver will have impact. Part of, my role is to ensure that trust leaders work alongside school leaders to ensure the cycle of improvement is going to work. During the last academic year, we had started work on the central services and infrastructure that underpins our core business has been subject to change. Human Resources, Finance, ICT and Estates are all functions that we have started to align and centralise. We have invested in areas such as new HR systems and new compliance systems, as well as undertaking external reviews in finance and HR. The focus of all this work is to ensure that we have a strong central team who work closely with our schools and make the non-core aspects of running schools as effective and efficient as possible. It is so important that we continue to free up our school leaders to focus upon driving up standards in their schools and not be distracted by non-core activities that can be

dealt with by specialists.

As I wrote in my previous overview, Trustees, leadership, staff, pupils and parents have seen major changes across the Trust. We move forward with some great outcomes and improvements behind us in our schools and as stated earlier, we had real momentum prior to lockdown. Those outcomes and the way we have worked on building the culture of the Trust so that it operates as a single organisation are incredibly powerful. We still have work to do to build the culture even more so, however, the growing confidence of our leaders and staff is self-evident in our schools as is the appetite for change and self-improvement for the benefit of the communities we serve.

I would like to thank our teams for their dedication and resilience over the past year. It will take time to heal from this terrible pandemic but I believe our staff at all levels have emerged as true community leaders and we are in a very strong position to further build confidence with parents and carers across the wider community.

JULIAN APLEYARD OBE

CEO

MISSION

Running top-quality, high-achieving schools that give our children and young people the chance in life they deserve.

VISION

Where every child and young person makes outstanding progress.

A focus on social justice

We are determined to have, at the centre of our work, the need to give every child and young person in our schools, a fair chance to learn and thrive. As a family of schools, we believe that this will come through equipping them with a strong set of qualifications and the experience of life enhancing opportunities, in areas such as the arts, sport and travel. It is our job, as an education trust, to pick up an important role for social equity and not allow poverty of ambition to get in our way.



Creating a culture of high performance

We are looking to create a strong organisational culture in our schools that helps all of our children, young people and staff achieve even better outcomes. The insistence on high expectations, combined with the right ethos and culture is important.

We want all of our schools to have a commitment and focus so that all pupils know that there is no hiding place for second best, and that we combine high expectations with warmth and compassion. A culture of compassionate rigour is something that all of our schools strive to embed.

Healthy competition and outcomes-focused collaboration

As a Trust and a family of schools, we are comfortable with the word 'competition'. We aim to improve the educational outcomes and experiences of our children and young people. The reality is that if we do not do this as well as other organisations in our sector, then understandably we have questions to answer. We understand that in the sector in which we operate, comparisons are made and we embrace accountability. In this way, we avoid the enemy of complacency.

We also appreciate that competition can be counter productive. That is why we believe in collaboration. Collaboration is essential in driving up standards for all. Our schools now collaborate in a purposeful and outcomes-focused way. Leaders at all levels meet with a focus on solutions to common issues and to challenge each other. We have no desire to collaborate for collaboration sake. Leaders and teachers strive to collaborate inclusively but with a focus upon outcomes and improvement.

GUIDING PRINCIPLES



ACHIEVEMENT WITHOUT EXCUSES

We have an unwavering focus on achievement. This is paramount so that all of our children and young people enjoy greater life chances.

We take responsibility for ensuring that they succeed. We own our own performance and do not rest on our laurels or seek to blame others.



"The trust has been instrumental in driving these improvements at a dizzying pace. Sensible decisions have been taken to improve the school's leadership, behaviour, teaching and curriculum."
Ofsted 2019

GUIDING PRINCIPLES



OUR PEOPLE MATTER

We know that our people make a difference to the lives of our 3 - 16 year olds. We want to make our schools places where great teachers want to teach, lead and build a career. Investment in the recruitment, development and retention of the best people is a top priority.

We aim to provide professional working environments, where our people have the support and the tools to do a great job, and push our children and young people to scale new heights in a safe and secure environment.



"The leadership of teaching and learning goes from strength to strength. Teachers are full of praise for the training that is helping them improve their teaching."
Ofsted 2019

GUIDING PRINCIPLES



EXCELLENCE AS STANDARD

We set high standards. “Good enough” is simply not. We do not accept second best from our pupils or ourselves.

The Trust aims to be a highly reliable school improvement organisation that is disciplined in its approach to improving performance. A Trust with clear plans and, simple and precisely executed systems, that not only develops and sustains excellent performance but never stifles individual flair.



“Leaders’ resolute actions have improved the quality of teaching rapidly. They monitor the quality of teaching and learning with precision and identify what is working well and what needs to be done so that it improves.”
Ofsted 2019

GUIDING PRINCIPLES



PUPILS COME FIRST

Our schools are run for the benefit of children and young people, not the ease of adults. Their achievement comes first and staff in schools and the central trust office work to this end.

The Trust aims to keep low priority tasks away from front line teachers and leaders so that they can focus explicitly on our core business of teaching and learning.



“The CEO leads with vigour and promotes a strong moral purpose. He puts children first. As a result, he, alongside other trust leaders, has ensured that difficult decisions have been made quickly and pupils’ education is the best it can be. Under the current leadership structures at the school, pupils thrive.”
Ofsted 2019

GUIDING PRINCIPLES



STRONGER AS ONE

We take collective responsibility for each other and the results of all of our children and young people. We enjoy sharing our success as a Trust, while recognising the strengths of individuals and each school. To this end, collective accountability is rooted in a “if one fails we all fail” mentality.

As a family of schools, we collaborate with each other, challenge each other and share best practice. We do not let competition get in the way of our desire to get the best outcomes for all.



“Leaders in both the trust and the school have made very sensible decisions to align their curriculum with that of the other secondary school within the trust. This ensures that teachers’ expertise can be pooled. Collaboration is key and helps to make sure that the curriculum offer is broad, balanced and increasingly meets the needs and interests of pupils.”
Ofsted 2019

PONTEFRAC T ACADEMIES TRUST AT A GLANCE

3,751

children in
the Trust

6

primary
schools

1,781

primary
pupils

16%

primary free
school meals

507

employees

2

secondary
schools

1,970

secondary
pupils

15%

secondary free
school meals

Ofsted Judgements
Carleton High School
Good - July 2019
The King's School
Good - June 2017
Carleton Park J & I School
Good - July 2019
De Lacy Pontefract Primary School
Requires Improvement - January 2020
Halfpenny Lane J, I & N School
Good - February 2019
Larks Hill J & I School
Good - June 2019
Orchard Head J, I & N School
Good - November 2019
The Rookeries Carleton J, I & N School
Requires Improvement - March 2019

OUR PRIMARY SCHOOLS

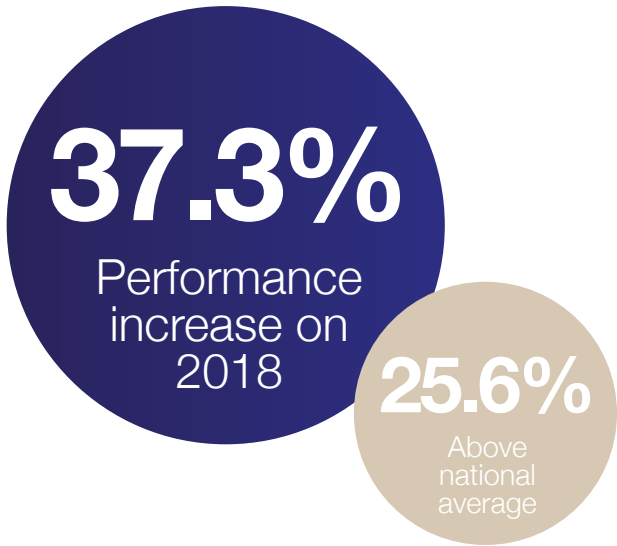
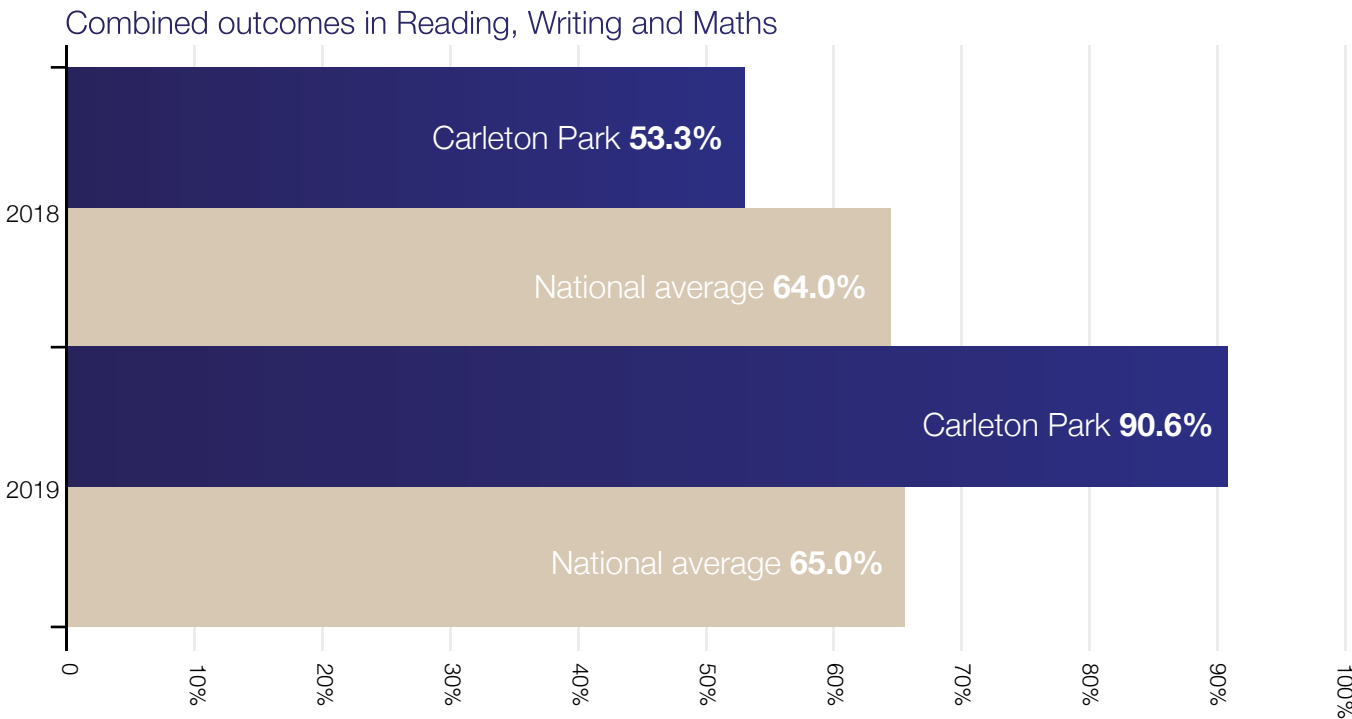
The COVID-19 pandemic and the closure of all schools from March 2020 meant that the examination and testing series for academic year 2020 was cancelled. Whilst Year 11 pupils in secondary schools across the country were awarded centre assessed grades, our Year 6 pupils did not receive any teacher assessed levels. It was a shame that our Year 6 pupils across our family of primary schools did not have the chance to show just how much progress they made during the course of the last academic year.

The following pages show the performance of our primary schools in 2019 and it is this set of outcomes that are published for the schools on the Department for Education Performance Tables. Due to the COVID -19 pandemic there are no national performance tables published by the Department for Education for 2020 examination and testing series.

PRIMARY SCHOOL PERFORMANCE HIGHLIGHTS 2019



CARLETON PARK
JUNIOR & INFANT SCHOOL



In 2019 Carleton Park was the **2nd highest attaining school** of the 101 in the Wakefield Local Authority. In 2018 it was 79th. It was also the **highest attaining school for maths outcomes** out of all of the 101 primary schools in the Wakefield Local Authority in 2019.

Ofsted - Good

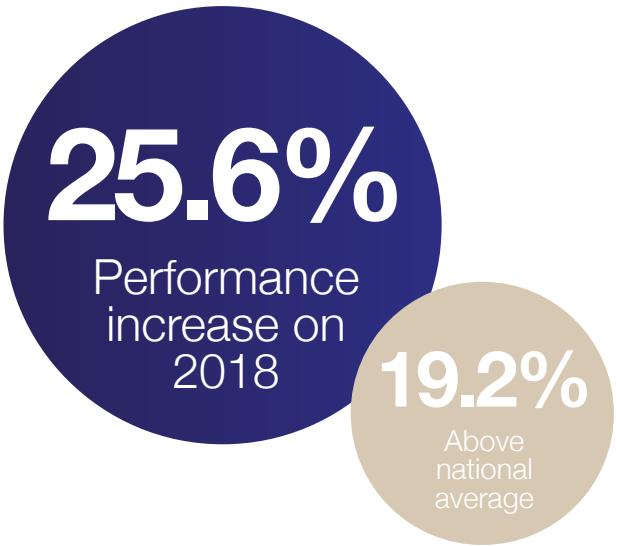
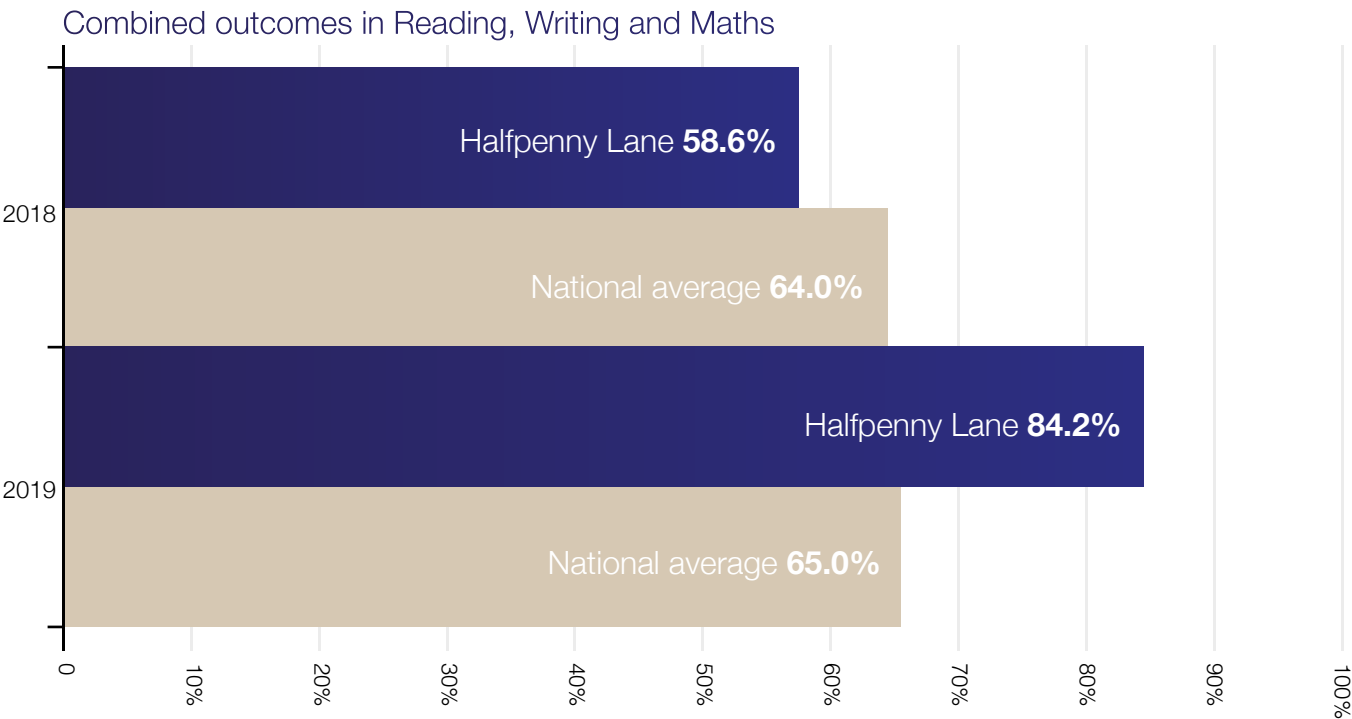
"The behaviour of pupils is outstanding. The behaviour of pupils is truly special at this school. A significant majority of pupils demonstrate exemplary behaviours. One pupil commented to inspectors, 'I love coming to school. My teacher makes my day brighter'."

Ofsted 2019

PRIMARY SCHOOL PERFORMANCE HIGHLIGHTS 2019



HALFPENNY LANE
JUNIOR, INFANT & NURSERY SCHOOL



In 2019 Halfpenny Lane was the **9th highest attaining school** in the Wakefield Local Authority – it was 57th in 2018.

Ofsted - Good

"The head of school has worked successfully to raise expectations and create a culture where all pupils can thrive."

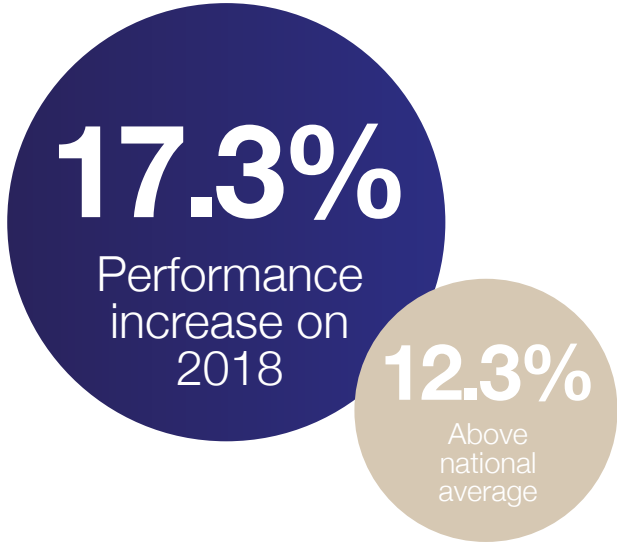
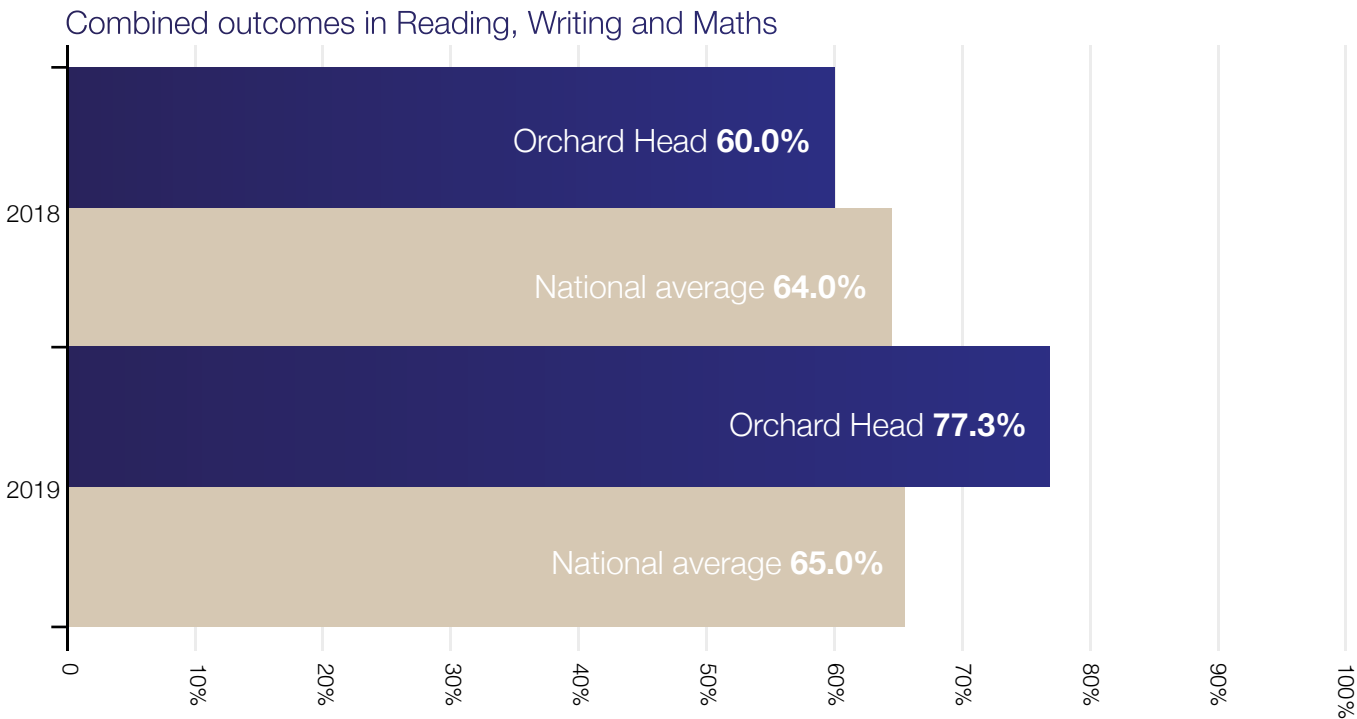
Ofsted 2019

PRIMARY SCHOOL PERFORMANCE HIGHLIGHTS 2019



ORCHARD HEAD

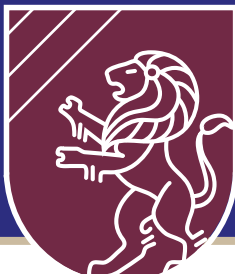
JUNIOR, INFANT &
NURSERY SCHOOL



In 2019 Orchard Head enjoyed a **17.3% improvement** placing the school **well above the national average**.

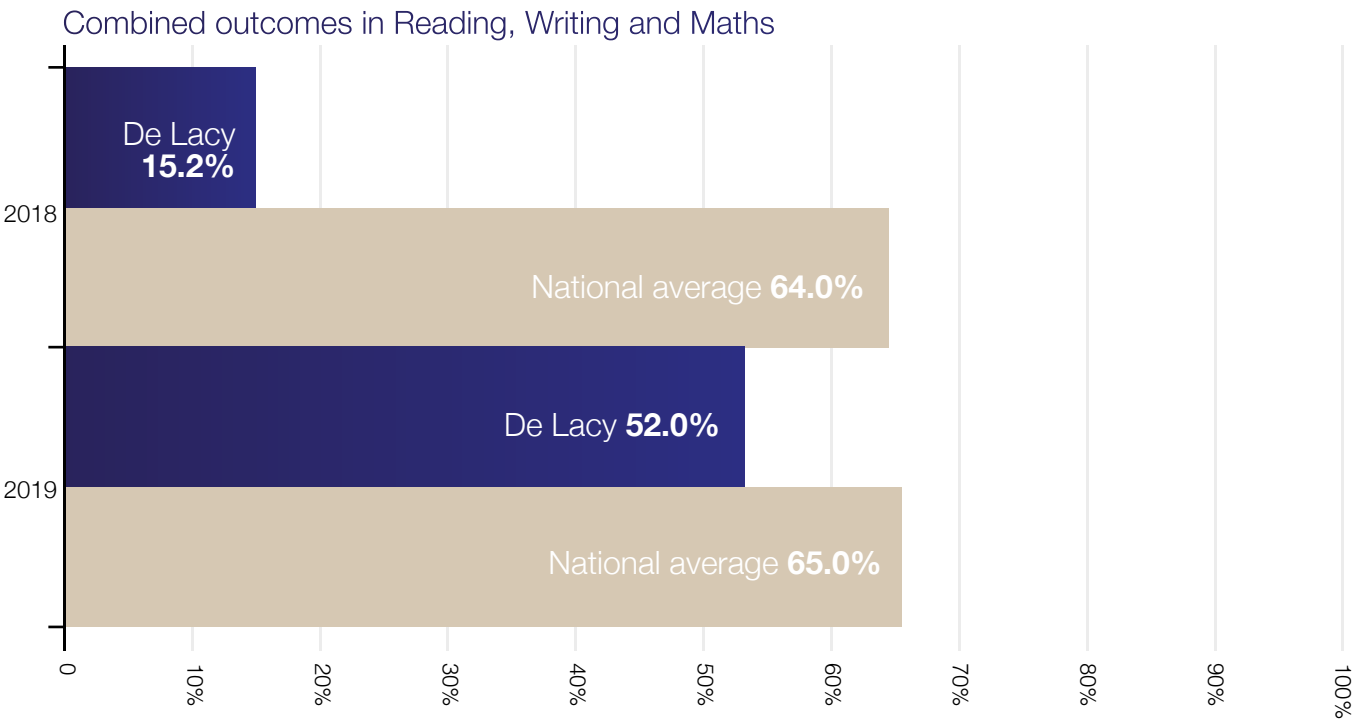
 **Ofsted - Good**
"Pupils are happy and enjoy school. They are well behaved and engaged in lessons."
Ofsted 2019

PRIMARY SCHOOL PERFORMANCE HIGHLIGHTS 2019




DE LACY PONTEFRACT

PRIMARY SCHOOL



De Lacy saw their achievement rise from 15.2% to 52% in 2019. To place that in context, in 2018 seven children achieved the national expected standard in reading, writing and maths - in 2019 that number increased to 23.

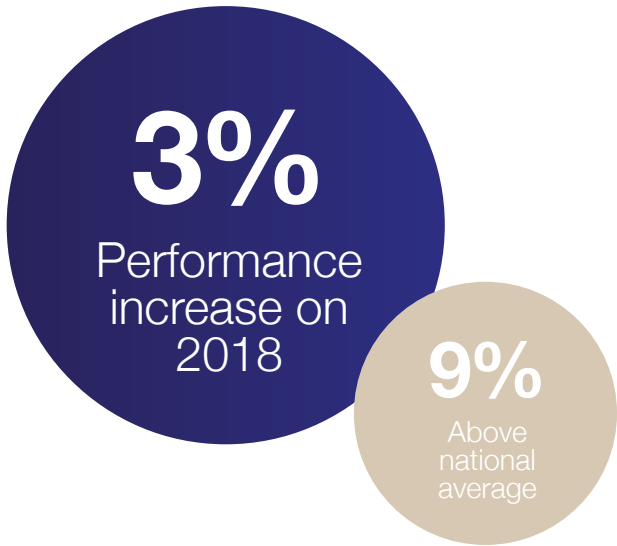
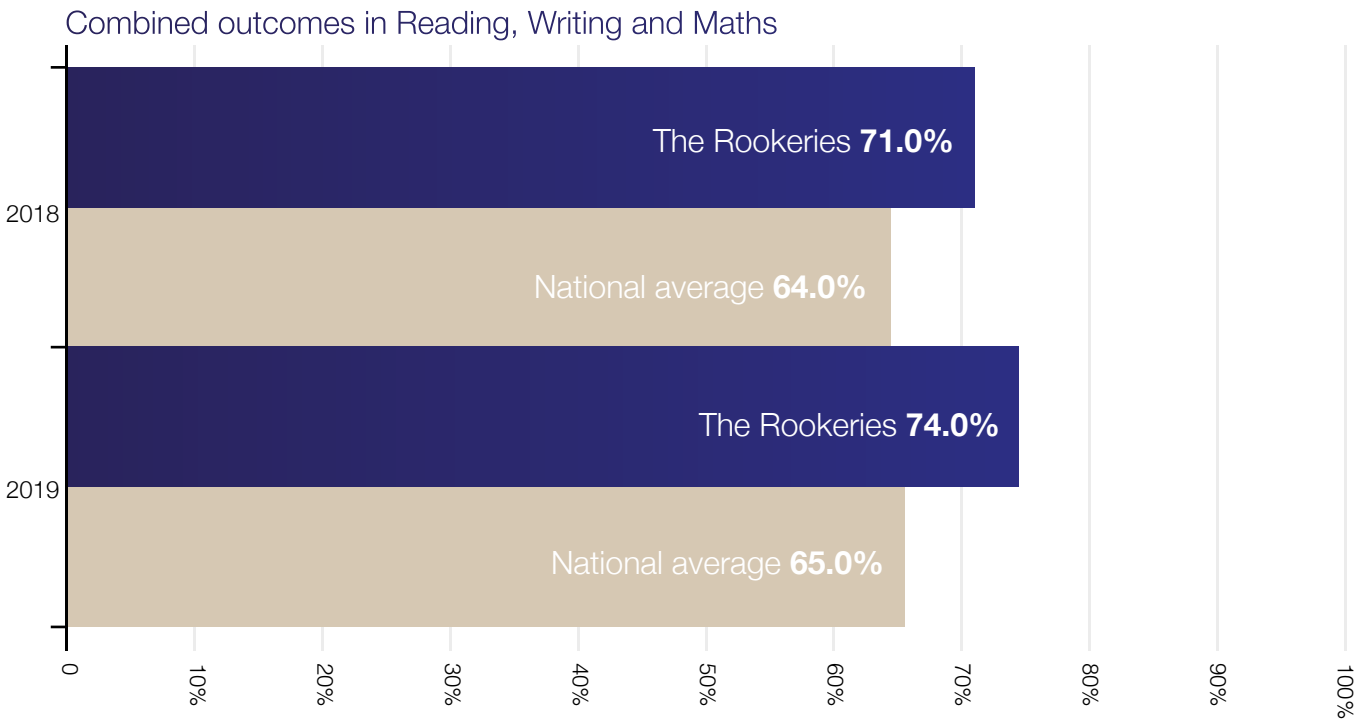
 **Ofsted - Requires Improvement**
"New leaders have prioritised reading. They have introduced a reading strategy which makes sure that pupils read a variety of texts at different points throughout the school day. Pupils are showing more interest in reading. They say they enjoy the books that teachers read to them."
Ofsted 2020

PRIMARY SCHOOL PERFORMANCE HIGHLIGHTS 2019



THE ROOKERIES
CARLETON

JUNIOR, INFANT &
NURSERY SCHOOL



The Rookeries attained its **best ever outcomes** in 2019 to reinforce their **consistent above national average performance**.

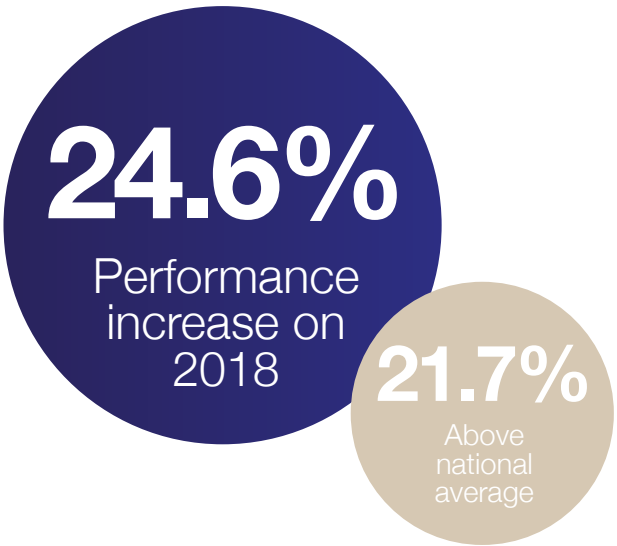
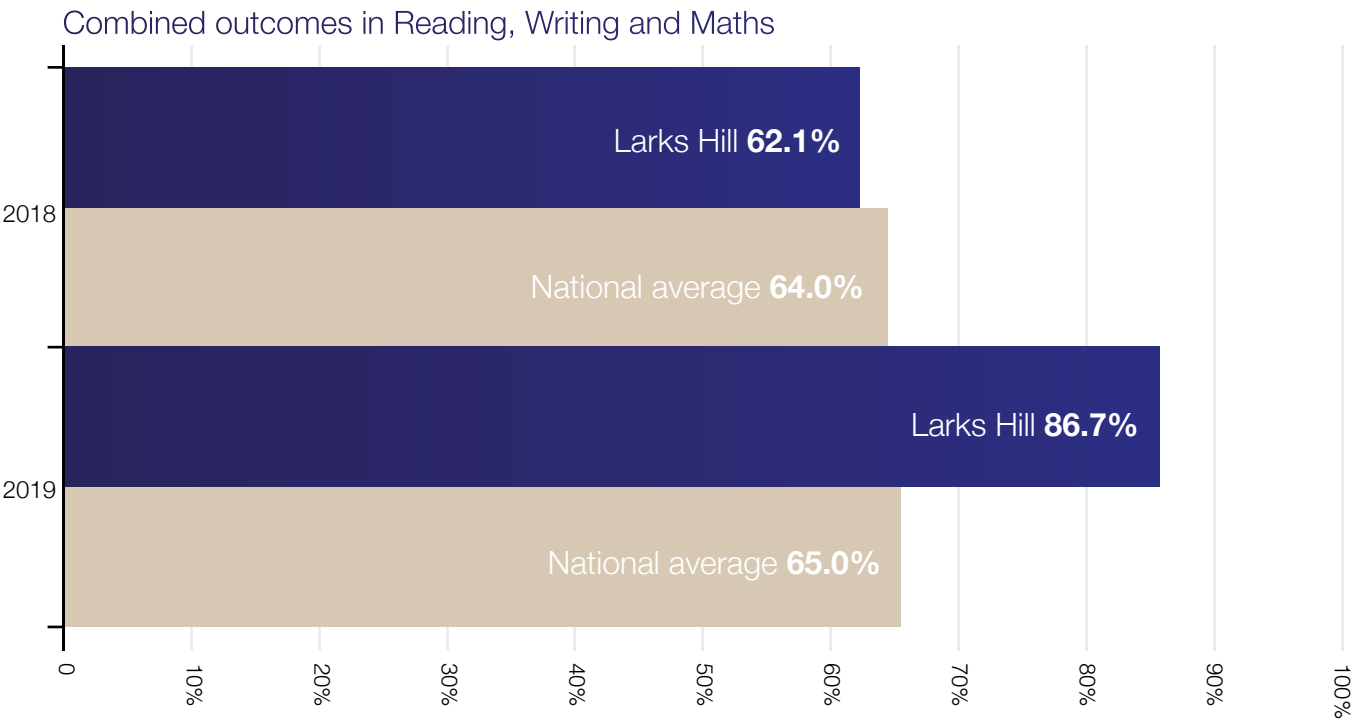
Ofsted - Requires Improvement

"The appointment of new senior leaders within the trust has been instrumental in ensuring that improvements to the quality of teaching are now happening at a more rapid pace."
Ofsted 2019

PRIMARY SCHOOL PERFORMANCE HIGHLIGHTS 2019



LARKS HILL
JUNIOR & INFANT SCHOOL



In 2019 Larks Hill's combined outcomes for meeting the national expected standard in reading, writing and maths placed the school as the **4th highest attaining school in the local authority** – it was 47th in 2018.

Ofsted - Good

"Pupils behave well and demonstrate positive attitudes to their learning. Classrooms buzz with excitement and activity. The school's ethos of developing pupils' skills by cooperating and supporting each other permeates the school."
Ofsted 2019

OUR SECONDARY SCHOOLS

Due to the COVID-19 pandemic Year 11 pupils across the country were unable to sit their GCSE examinations. The Government made the decision to award centre assessed grades to all pupils. Centre assessed grades were defined as the teacher's professional judgment of the most likely grade a pupil would achieve if the the examinations had gone ahead. These were based on a range of evidence including mock examinations, non-exam assessment, homework assignments.

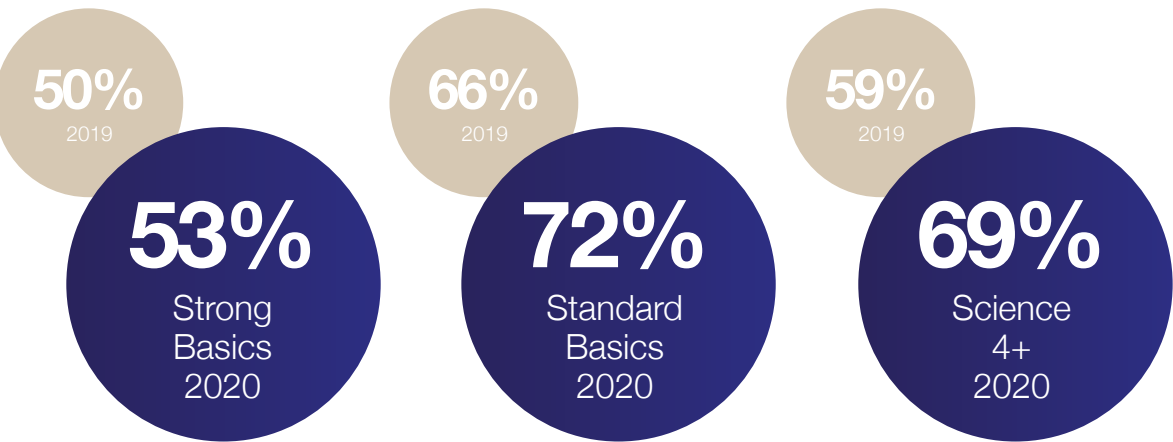
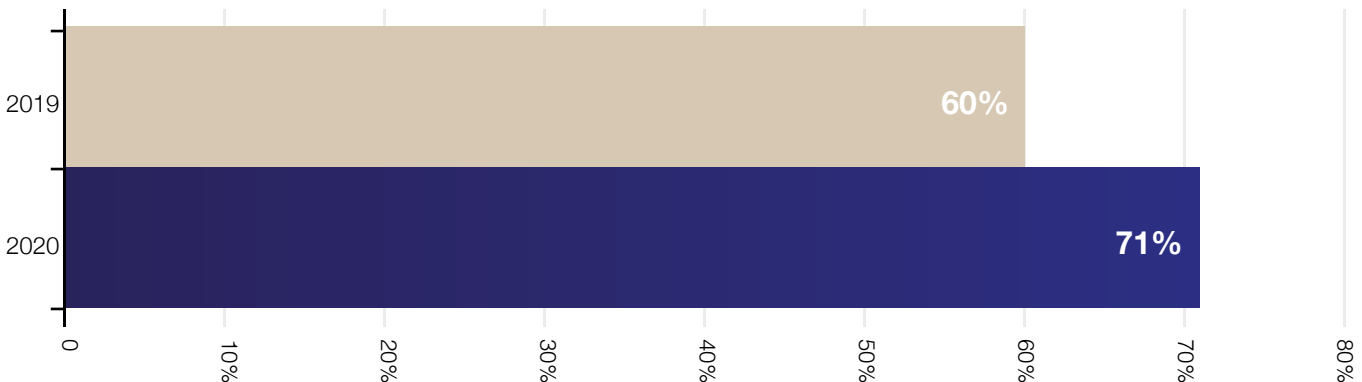
The school performance highlights for 2020 on the next pages show the performance of Carleton High School and The King's School, based on the centre assessed grades. It is clear that the trajectory of improvement in our secondary schools continues as a result of improvements in teaching, learning and assessment and the rigorous embedding of our quality assurance, leadership and school improvement systems.

SECONDARY SCHOOL PERFORMANCE HIGHLIGHTS 2020



CARLETON
HIGH
SCHOOL

5 GCSE'S INCLUDING MATHS AND ENGLISH



Carleton High School was graded as **good** by Ofsted in July 2019. This is the first time that the school has received a good rating by Ofsted since 2009.

Internal predictions, which have proved to be highly accurate, suggest Progress 8 would have **improved by half a grade** and put Carleton High School in the **top 10% of schools nationally** for the progress students make across 8 subjects.

The school ranked **4th out of the 18** secondary schools in the Wakefield Local Authority on progress measures in 2019.

Ofsted - Good

"Leaders have significantly improved the school since the previous inspection. Accountability for improving pupil achievement is a golden thread that runs through the work of the school."

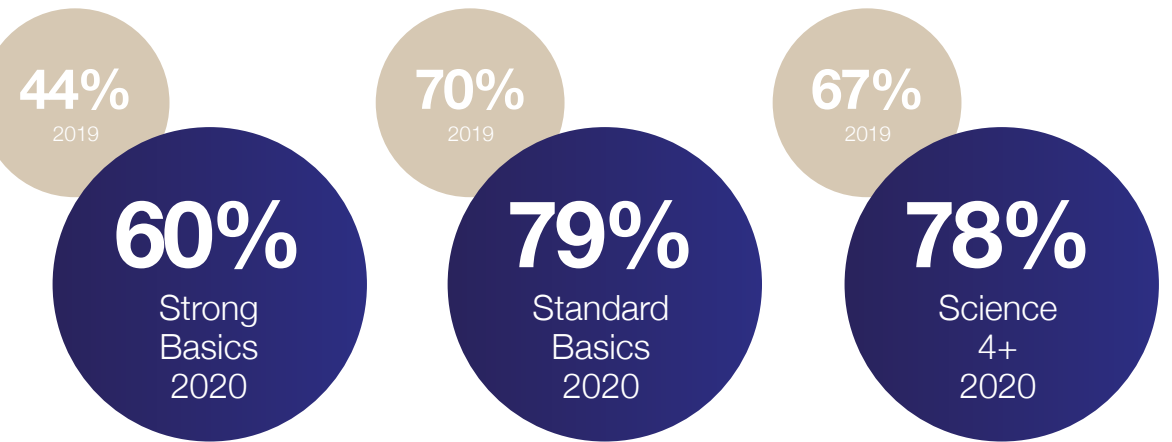
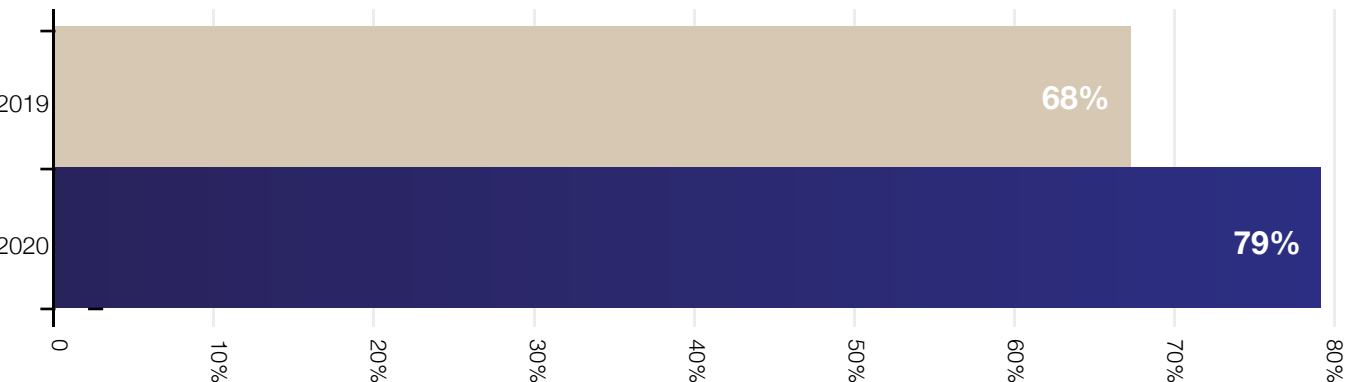
Ofsted 2019

SECONDARY SCHOOL PERFORMANCE HIGHLIGHTS 2020



THE KING'S
SCHOOL

5 GCSE'S INCLUDING MATHS AND ENGLISH



The King's School achieved their **best ever attainment results** in Strong Basics with 16% more pupils achieving a 5+ in English and Maths than last year. The headline for this measure puts the school **17% above the national average** with a cohort who started with attainment below the national average.

The King's School Progress 8 figures would have increased by 0.5, meaning on average students are achieving **half a grade higher across 8 subjects than their peers nationally**. Our internal predictions go through a rigorous moderation process.

The school ranked **5th out of the 18** secondary schools in the Wakefield Local Authority on progress measures in 2019.

Ofsted - Good

"The curriculum is well planned. It offers a broad and balanced range of subjects while catering for pupils' interests and aptitudes. Pupils are encouraged to set high expectations for themselves when choosing their options."

Ofsted 2017

TOP SCHOOL IMPROVEMENT PRIORITIES

ACADEMIC YEAR 2020/21

Recovery from the COVID-19 pandemic is the overriding priority for 2020/21. The full re-opening of our schools, re-integration of all pupils, baseline re-assessment of pupils effective catch-up of any deficits in learning and knowledge are immediate and urgent priorities.

Each of the schools in the Trust have their own internal self-evaluation schedule and school improvement plan. All schools self-evaluate their current performance against the Ofsted framework and against national performance and accountability measures.

School leadership teams, with the support of Trust leaders, identify their improvement priorities and our School Performance Review Boards and trustees, challenge our schools to ensure that there is a drive towards continuous improvement.

Our family of schools have different improvement priorities, depending on what stage they are at on their school improvement journey.

There are a number of improvement themes that are Trust wide priorities and these are shown opposite.



Recovery from the COVID-19 pandemic



Further develop and implement cross phase curriculum plans



Further embed the primary reading strategy to improve reading levels



Improve outcomes for disadvantaged and pupils with SEND, across all primary and secondary schools



Continue to improve the attendance levels of all pupils



STRATEGIC OBJECTIVES

Strategic Objectives	Success Criteria
1. Achievement without excuses	
1.1 Deliver academic results that put all secondary schools on a trajectory to be in the top 10% of schools nationally for progress with all significant groups (including disadvantaged pupils and SEND) in the top 25%.	<ul style="list-style-type: none">• KS4 Progress 8 for all pupils.• Supported by secondary education targets.
1.2 Deliver improved academic results so that all primary schools achieve the expected national standards in reading, writing and maths at KS2, with most schools achieving above. All schools have positive progress scores in reading, writing and maths and on a trajectory to be in the top 25% of schools nationally.	<ul style="list-style-type: none">• KS2 attainment and combined progress score for all pupils.• Supported by primary education targets.
2. Our people matter	
2.1 Ensure that our schools are highly inclusive and support the well-being of all pupils characterised by high levels of pastoral support, behaviour, welfare, safety, security and attendance.	<ul style="list-style-type: none">• National performance indicators in behaviour and attendance.• Consistent and robust Trust wide safeguarding and SEND processes embedded and externally validated.• Implement a common ‘baseline of understanding’ with all pupil-facing employees in key areas of support provided by educational psychologists.• Supported by primary and secondary education targets.
2.2 Embed high calibre leadership at all levels in the Trust through in-house and external development programmes, that are aligned with our vision, values and guiding principles, and that continue to drive improvement in standards and growth in the Trust.	<ul style="list-style-type: none">• Trust wide in-house programmes in place focusing on leadership development, relationship and culture.• Successful modelling of Trust leadership behaviours evidenced through performance management.• MAT to MAT peer review of leadership.• Supported by primary and secondary education targets.
2.3 Embed and further develop teacher improvement programmes that are stage appropriate to further up skill our teaching staff so that the curriculum is taught well. Implement and embed a Trust wide curriculum that reduces knowledge gaps so pupils know more, remember more and can do more.	<ul style="list-style-type: none">• Stage related teacher improvement programmes in place.• Trust wide curriculum implemented and embedded.• Teaching and learning infrastructure in place and evidencing impact.• Supported by primary and secondary education targets.
2.4 Position the Trust as an employer of choice through a people strategy that focuses upon recruiting, retaining and developing the best people and retains the best people.	<ul style="list-style-type: none">• Improved staff engagement and capacity supported by a range of quantitative and qualitative people KPI's.• Phase 1 of people strategy implemented.
3. Excellence as standard	
3.1 Position all our schools to be rated as at least good by 2021, as characterised by the new Ofsted education inspection framework.	<ul style="list-style-type: none">• The progress of good schools in becoming outstanding.• The progress of schools that require improvement and need to be good by the time of the next inspection.• External validation of school self-evaluation versus the Education Inspection Framework.

Strategic Objectives	Success Criteria
3.2 Operate an effective financial strategy ensuring long term viability, the ability to invest in current resources (staffing and physical) and the ability to provide support to a future school joining the Trust.	<ul style="list-style-type: none">• Estates strategy in place and incoming capital expenditure.• To achieve financial characteristics within national threshold ranges.• To maintain a minimum reserve of £1 million.• All secondary schools to operate within agreed curriculum led financial planning parameters for contact ratio, curriculum bonus and cost per lesson.• All primary schools to operate withing agreed national thresholds for identified ISBL metrics.• Procurement strategy in place which leverages economies of scale.• GAG pooling effectively implemented.• To deliver efficiencies in the revenue budget to release funding to support investment in maintaining and enhancing learning environments.• To implement agreed internal audit recommendations within agreed timescales.• To maintain a clean bill of external audit.• Alternative sources of funding and capital development project funding is regularly and effectively pursued.
3.3 Further embed a Trust wide management framework that includes a Board approved Strategic Plan that cascades efficiently and effectively into each individual school improvement plan, the performance and appraisal of our people, and the management reporting arrangements.	<ul style="list-style-type: none">• Framework in operation that robustly links the strategic plan to school improvement plans, through to individual performance assessment.• Standardised risk management approach in operation at Trust and individual school level.
4. Pupils come first	
4.1 Reinforce the priority of our core business by creating high quality learning environments and school estates for our children and young people.	<ul style="list-style-type: none">• Three to five year estate strategy in place that supports the Trust vision.• Trust wide real time RAG rated compliance software tracking embedded.• Alternative sources of funding and capital development project funding is regularly and effectively pursued.
5. Stronger as one	
5.1 Embed and further develop improved arrangements by which school leadership teams are held to account by local stakeholders.	<ul style="list-style-type: none">• Effectiveness and RAG rating of SPRBs.• Training and development programme for all SPRBs and Trust Board in place.• Positive external review of governance by National Leaders of Governance.• Admissions and capacity of schools: (enrolment vs capacity, 1st preferences vs capacity, acceptances vs capacity).
5.2 Position the Trust for growth in the short and medium term through building capacity in advance and future proofing our centralised function/services.	<ul style="list-style-type: none">• Trust Board expansion with additional high calibre individuals to add value to future growth plans and further strengthen corporate governance.• Develop community engagement strategy.• SPRB fully recruited to with members with appropriate skills.• SPRB development programme in place.• Scheme of delegation reviewed and understood by all parties.

HOW WE MEASURE OUR PERFORMANCE

As a School Trust, we are an educational charity. We have a single legal and moral purpose, and that is to advance education for public benefit. Like all organisations, we have a range of performance indicators and measures on which we are judged and how we evaluate ourselves.

We acknowledge that academic outcomes need to be part of how we judge what we have achieved. However, if we are to make the biggest difference, our success will not only be measured in exam results. In all of our schools, we value the wider enrichment experience which educates the whole child. We do this by providing a curriculum that gives our pupils the essential knowledge and cultural capital that they need to succeed in life.

All of our schools are judged by Ofsted and we aim for all of our schools to be graded as good or better in full inspections.



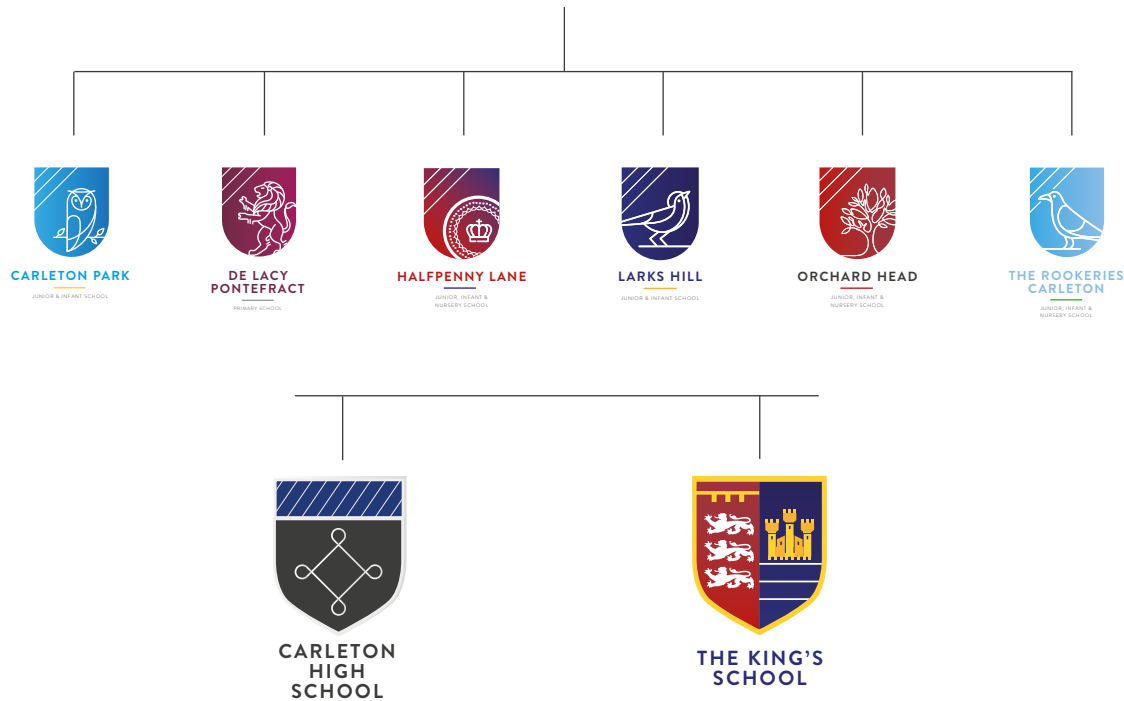
On academic measures alone, for the life of this plan, we focus on the following two key measures:

- Performance in our primary schools being at or above the expected national standards in reading, writing and maths for 11 year olds.
- In our secondary schools, we judge our success on the delivery of academic results that place our schools to be on a trajectory to be placed in the top 10% nationally for pupil progress.

We understand the importance of measuring and evaluating ourselves against the full range of educational key performance indicators. These include:

- Academic attainment
- Pupil progress
- Disadvantaged pupil performance

As well as comparing attendance and behaviour indicators against national benchmarks, this allows us to identify and respond to any areas that we need to improve.



8 SCHOOLS

ONE
TRUST