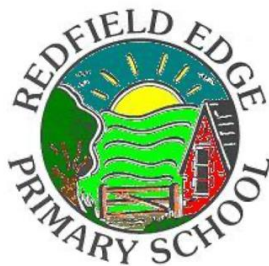


Proposal to form a new Multi Academy  
Trust:  
**The Mosaic Partnership Trust**





**Leaders of the following schools would like to come together to form a strong family of schools as a Multi Academy Trust:**

<b>School</b>	<b>Published Admission Number</b>	<b>Ofsted Grade</b>
Barrs Court Primary School	45	Good (March 2023)
Box Church of England VC Primary School	25	Good (September 2019)
Broadway Infant School	60	Good (July 2023)
Gillingstool Primary School	30	Good (July 2022)
Neston Primary School	30	Good (January 2018)
Parkwall Primary School	30	Good (February 2023)
Raysfield Primary School	60	Good (June 2023)
Redfield Edge Primary School	30	Good (December 2022)
St Michael's Church of England Primary School, Winterbourne	30	Good (March 2023)
St Stephen's Church of England Junior School	90	Outstanding (December 2021)
The Park Primary School	90	Good (February 2023)
The Ridge Junior School	60	Good (December 2022)

## **What is a Multi Academy trust?**

The following is taken from the Confederation of Schools Trusts:

A trust is a group of schools working in collaboration as one entity to improve and maintain high educational standards across the group. It has a single legal and moral purpose: to advance education for the public benefit.

As a family of schools trusts improve children's education by sharing ideas and expertise with each other. Like any other state school, the schools are free to attend, inspected in the same way, and children take the same tests and exams.

Schools trusts work closely together and share expertise, which creates great opportunities for children and teachers. They share good practice on the important things - like curriculum, assessment, and behaviour. They also offer structured career pathways for teachers, supported by high-quality professional development so teachers and leaders learn together.

School trusts help teachers and leaders spend more of their time focussed on the one thing that counts the most – the education of children. The support they provide to schools - in areas like staffing, finance, IT, and building maintenance – makes this possible.

## **Myth busting**

### **Are academy trusts businesses?**

Academy trusts are education charities that are set up purely for the purpose of running and improving schools. Trustees have strict duties under charity law and company law. Trustees are not paid – they are not allowed to run the trust for their own 'private' interest but are required to advance education for public benefit. They are required to uphold the Principles of Public Life.

### **Can academies make profits?**

As education charities, academy trusts are not allowed to make profits or distribute profits to trustees or members. They also have to follow strict rules on conflicts of interests. All surpluses are invested into the front-line to improve the quality of education.

### **Who are academy trusts accountable to?**

Trusts are held to account to a higher standard than local authority schools - known as "maintained schools". The obligation of transparency and accountability is much greater than maintained schools. Trusts are held to account by the Education and Skills Funding Agency (ESFA), Ofsted and Regional Directors at the Department for Education.

Every trust has a person known as the 'accounting officer' - usually the chief executive - who is personally responsible to Parliament for the spending of public money.

School trusts are required to have an independent audit annually and to publish their accounts. They are also required to disclose senior pay in their accounts. If the ESFA investigates a trust, the investigation report is published on the government's website. There is no similar requirement on local authorities to publish investigation reports or tell you how much senior staff like head teachers get paid.

### Are academies free to attend?

Like any other state school, academies are free to attend, inspected in the same way, and children take the same tests and exams. Academy trusts are funded from your taxes, so parents do not pay fees. Each school has a funding agreement with the Secretary of State for Education - if it doesn't keep to the rules, the agreement can be ended, and the school transferred to a different trust.

More than half of pupils in England – 3.8 million pupils – are now educated in academy schools. This is about seven in ten secondary pupils and three in ten primary pupils.

### Who owns the buildings and property at an academy? can they be sold off for profit?

Academy trusts can use buildings and land in various ways, but most hold their sites on long leases from the local authority, for a nominal charge. There are legal controls on the disposal of academy and maintained school publicly funded land. The Secretary of State's permission is required before anyone can sell publicly funded school land or school land which has been enhanced at public expense. They can impose strict conditions to protect the taxpayer, like paying back any money raised.

### Do academies have to look after children with special educational needs and disabilities (send)?

Yes, academy trusts are subject to most of the same direct statutory duties as maintained mainstream schools when it comes to children with special educational needs and disabilities (SEND).

Mainstream academies must:

- Have regard to the statutory SEND Code of Practice
- Use their best endeavours to make sure a child with SEN gets the support they need
- Designate a qualified teacher to look after their interests, known as a SENCO
- Co-operate with the local authority in respect of the child
- Admit a child where the school is named on that child's Education, Health, and Care plan
- Ensure that children, young people, and their families are involved in decision-making and planning.

### Can academy trusts make up their own admissions policies?

Academies can set their own admissions policies, but they still have to meet the strict rules in the Government's School Admissions Code and the law relating to admissions. They usually work together with other local schools and local authorities to coordinate admissions.

## **Why are Trusts a good thing?**

Trusts are specialist organisations set up to run and improve schools – this is why it is clearer to talk about School Trusts, rather than academy trusts. There are very clear lines of accountability in the School Trust model.

Many academies now work together in a group of schools as one entity to improve and maintain high educational standards across the group. Where a Trust runs a group of schools, it has the power to create a collaborative framework.

A group of schools working together in a single entity can do lots of things that are harder for stand-alone schools to do:

- Teachers work and learn together to improve the way they teach.
- Schools share practices that make a difference to the quality of teaching.
- Teachers and leaders can work together on the things that matter – like curriculum and assessment.
- Failing schools can improve – only one in 10 schools that were required to join a trust were judged good or outstanding before they converted, compared with almost seven in 10 after they joined a trust (of those that had been inspected).
- It is more possible for teachers and leaders to move to another school to help improve the quality of education where that school is struggling – and these moves are more likely to be to schools with more disadvantaged pupils; and
- It is more possible to be efficient – and thereby to invest money in supporting pupils to have wider opportunities.

## **Confederation of School Trusts**

### **Why form a Trust?**

In 2019, Ofsted undertook some research into the benefits, challenges, and functions of Multi Academy Trusts:

#### **Schools see a range of benefits to being part of a MAT...**

Respondents in our project were generally very positive about being part of a MAT. They mentioned a number of advantages, many of which appear closely related to characteristics of effective MATs identified in previous research:

- A distinct model of teaching and learning
- A system for training teachers and other staff deployment of staff across the chain
- Centralising resources and systems
- Geographical proximity

Our interviewees mentioned the following in particular.

## **Back-office support**

Interviewees said that back-office support available from MATs makes it possible for school leaders to focus on instructional leadership, while the central team takes care of finance, administrative functions, and HR. Because the MAT can employ specialists, those functions can be managed in a smoother and more efficient way than headteachers felt they could do at school level. Headteachers appreciate the standard procedures and expertise provided:

‘all my IT issues have been sorted out in a timely way; we benefit from the expertise of an HR professional who runs a centralised HR process.’

A recent study by the Ambition Institute<sup>24</sup> showed that MATs in which this back-office support allowed teachers to focus on teaching and learning had greater levels of staff retention.

## **Economies of scale**

Headteachers also mentioned the advantages of the economies of scale that being part of a larger organisation can provide. Financial gains and economies of scale mean that there is a reduction in individual costs and more flexibility with the budget. MAT-wide contracts for things like cleaning and catering help reduce administration, cost, and workload. Some headteachers also mentioned the ability of the MAT to appropriately target resourcing:

‘the trust will give more when needed to support additional leadership where needed’.

## **Challenge and support**

Headteachers and governors often related the challenge and support offered to the school by the MAT directly to school improvement. They valued the challenge of the reviews led by either the central team or a team of peers.

One headteacher pointed to the example where:

‘aspirational targets have enabled us to stretch ourselves further to be in the top 20%. These aspirations had been translated into three-year strategic vision known and understood by staff and parents’.

Headteachers were generally positive about accountability in their MAT (see section on accountability below). Accountability was typically perceived as more thorough than what they had experienced before joining the MAT.

MATs gave support to their schools in a number of ways, such as through collaboration and expertise (see below), through common systems and policies, and also at times through allocating resources to those most in need of support.

Some MATS encouraged an element of competition between schools within the MAT. This was seen as motivating and leading to better performance.

## **Collaboration, sharing data and expertise**

Both middle leaders and headteachers value the opportunity to share data with others and moderate it together:



‘Common approaches to data enable shared expertise. We have a central team to analyse data, which makes our jobs as middle leaders much easier.’

This was linked to school accountability to the trust.

Leaders do not only feel challenged but supported, by both the process and the ready availability of peers and MAT central staff:

‘knowing that there is always someone there to talk to and always some help to discuss and improve your practice is really helpful’.

In many MATs, the main benefit to the curriculum and consequently to teaching and learning came from opportunities for collaboration. This took several forms:

- Providing subject expertise
- Shared planning
- Shared examples of good practice
- Shared resources
- Shared assessment and moderation
- Broadening teachers’ skills in foundation subjects such as art, music, and PE
- Developing buddying / mentoring systems to enhance teaching and learning

The Ambition Institute study found that, in some MATs, staff’s experience and specialist knowledge were developed by moving staff to a role at the same level in another school.

Staff felt that pupils with SEND benefited particularly from pooled expertise. Other teachers then felt more confident in working with those pupils.

Some of the benefits of shared working only became apparent to schools after being part of the MAT for a certain period of time. Teachers and school leaders mentioned shared policies and cross-MAT competition as examples of practices that took some time to become embedded.

### **Workforce**

Participants were very positive about the benefits to the workforce. These benefits encompassed four main areas and there was a strong relation between them:

- training/CPD/initial teacher training (ITT)/training for newly qualified teachers (NQTs)
- opportunities for staff/career progression/managing workload
- recruitment/retention
- leadership support/development.

Several MATs have developed their own initial teacher training courses, and this was seen to be a very important gain:

‘the single biggest achievement of the MAT has been to drive an ITT programme that has been an unmitigated success.’

These forms of training were then followed by a variety of opportunities for NQTs to further develop their skills. As well as being beneficial to new teachers, the participants pointed out that they also opened mentoring possibilities to more experienced educators.

## The Mosaic Partnership Trust – Consultation Pack

The variety and quality of professional development provided by the MATs were highly appreciated and included subject- and area-specific courses and conferences.

Many MATs have a clear and well-developed progression model that staff value highly. Many spoke of talent spotting within their schools and helping staff onto the 'next steps of leadership potential'. The Ambition Institute research shows that MATs have much higher rates of promotion from classroom teacher to middle leadership, particularly at primary school, than non-MAT schools. This is particularly the case in MATs that had put in place strong talent management programmes and opportunities for development.

According to some interviewees, these policies were having a positive impact on recruitment and retention of staff.

Some participants pointed out that adaptations made within the MAT reduced teachers' workload:

'marking at the end of the year was negatively impacting teachers, so they've allowed us to take the assessments over a broader period rather than in the last 2 weeks of term'.

### Multi Academy Trusts - benefits, challenges and functions



### Our Vision, Values and Ethos

***The Mosaic Partnership Trust is a group of diverse schools that have connected because we believe the power of the team is more than the power of the individual.***

Transforming the future for our children, families, community and staff through **integrity, innovation, and partnership.**

- **Belonging is important; we place our children, families, community, and staff at the centre of all we do.**
- **Relationships matter to us; we are compassionate and empathetic and focus on the well-being of everyone in our trust community.**
- **Learning together is key; we try new things and take evidence informed risks so that our children and staff can thrive.**
- **Everyone is committed to every pupil across the Trust; we are one team, but we value the unique character of each school.**



**What will this mean if I am a child at the Mosaic Partnership Trust?**

- You will be safe and well cared for by adults that you can trust.
- You will be accepted for who you are and listened to, you will feel confident to express your own opinion and views.
- Adults will take time to find out about you and understand what is important to you, helping you when needed.
- You will try new experiences and learn new skills so that you are ready to be an independent citizen.

**What will this mean if I am a member of the community at The Mosaic Partnership Trust?**

- You can expect every school in the Trust to have its own identity and community pride.
- Your contribution will be valued and respected; you will always be welcome; you will always be listened to. Communication with you will be timely and honest.
- If personal circumstances are difficult for you, we will listen and do what we can to help you and your family.
- We will work with you so that you are confident to help your child with their learning.
- You can expect Trust leaders to prioritise training for all members of staff so that your child has the best opportunity to thrive and be successful.
- You can be confident that we will ensure that every child makes progress from their individual starting point; we will include, support, and enable all children to fully access our rich curricular offer.

**What will this mean if I am a member of staff at The Mosaic Partnership Trust?**

- You are the Trust's most important resource; the greatest investment we can make in our children is investing in our staff.
- We are committed to attracting, identifying, and developing exceptional talent; you can expect a clear pathway of professional development and career progression.
- We will make evidence informed, deliberate decisions, communicating with staff at all levels across the schools. Your workload will be considered so that you have the knowledge, skills, and resources to do your job well ensuring you are not overstretched.
- We will do fewer things in greater depth; we will draw upon the strength from within and beyond the Trust to help us to grow and improve.

**Why Equality, Diversity, Inclusion and belonging sit at the heart of The Mosaic Partnership Trust?**

Our aim is to become a fully inclusive organisation:

- To work with our communities to place equality, diversity, inclusion and belonging at the centre
- To celebrate the contributions of everyone
- To embrace and celebrate diversity
- To give voice to all members of our communities

- To create a sense of belonging within each school and the Trust

To help us to achieve this, we have made deliberate decisions around the personnel that will represent the Trust at a Member and Board level. They bring a wealth of knowledge and lived experience and help us to secure our moral compass in all that we do.



### **Our Name**

The Mosaic represents the individual identity and unique community pride of each school and commitment to each other to form the bigger picture.

- There is no lead school and therefore the name is not linked to any individual school.
- The name is not linked to any specific area to reflect the fact that we have schools in different geographical locations.

### **A Mixed Trust – Church and Non-Church Schools**

In order to best serve our communities, The Mosaic Partnership Trust will be a 'Mixed Trust', inviting Church of England Schools and those of no faith designation to work alongside each other in partnership, for the benefit of all children, families, and communities.

Parts of the trust 'Articles of Association', protect the faith status of only the particular schools with a religious character. At the central level, this includes representation of 50% of Members and Trustees appointed by the leading faith body. For The Mosaic Partnership Trust, this will be the Diocese of Bristol. The trust will be required to ensure that the characteristics of the faith status are preserved in Church of England schools - the teaching of RE and the provision of collective worship alongside the promotion of a strong local Christian ethos and a culture that helps children to connect with God.

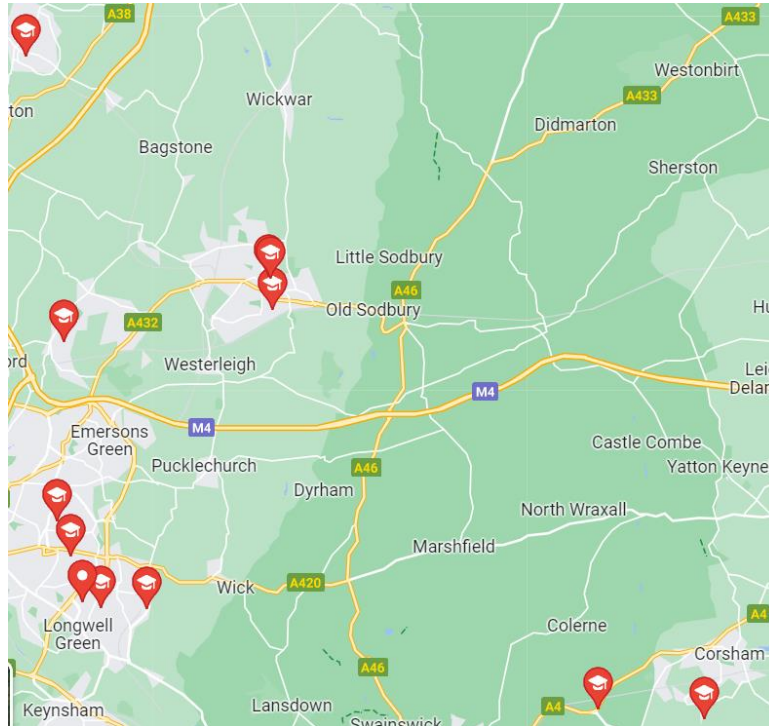
### **Geographical Locations**

The schools serve the geographical area of South Gloucestershire and West Wiltshire; with schools within a maximum 15-minute drive from any MAT partner school and a maximum 30-minute drive from the centre; which is in Warmley.

The composition of our schools is both rich and diverse and we have expertise in serving a range of communities.

We have schools that serve areas of high deprivation in Parkwall and Thornbury which are among the 20% most deprived in the country.

We have schools that have a small school designation, are less than one form of entry and serve rural communities. Our composition is of 9 community schools and 3 that are voluntary controlled within the Diocese of Bristol. We have a two school Primary Federation and an Infant and Junior Federation that share the same site.



### **Key Personnel**

We believe that the following founding leaders have the experience, skills, and qualifications to lead our trust, and importantly the Headteachers within the family of schools agree and support the proposal for the trust's leadership team.

#### **CEO Designate - Andrew Best**



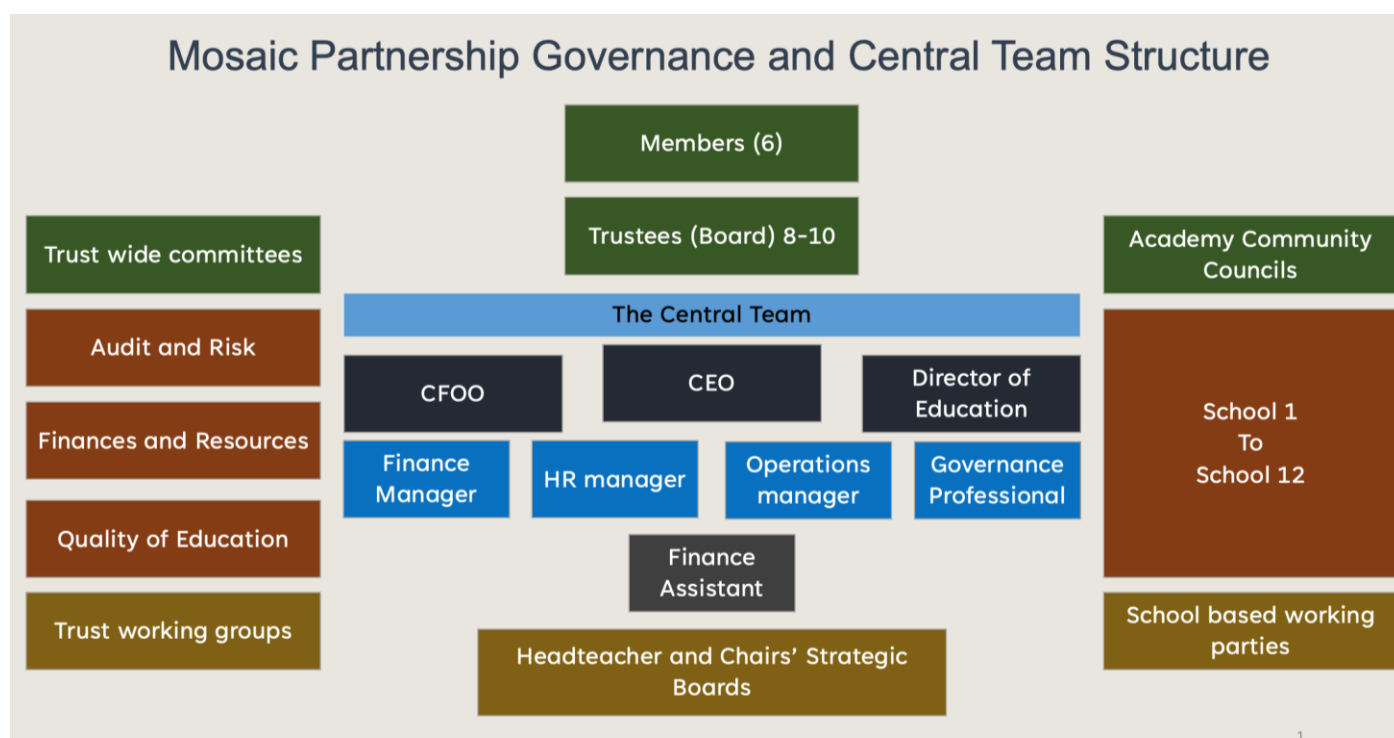
Andrew has held various senior leadership roles within Local Authorities and has a passion for equality, diversity, and inclusion, championing the voice of children and young people as part of his work. Prior to taking up positions within Councils, he was an Executive Headteacher within a Multi-Academy Trust and has served as a Headteacher within the maintained school sector. He has a track record of school improvement, working closely with teams of staff to make a difference. He took a small and rural school from inadequate to Good in his first headship, a large primary with Nursery school from Satisfactory to Good in his second headship and then a Middle School from requires improvement to good in an Executive leadership role which involved a leading a newly formed Federation. Andrew with his team has secured both outstanding and good outcomes in SIAMS inspections in the Church Schools he has also served. He has previously served as a governor in a maintained school and is currently a Trustee at a local MAT alongside being a Patron of a Charity that focuses on inspiring children and young people through music.

## Proposed Director of Education – Geraldine Tidy



Geraldine has worked in a range of schools and education establishments over the last 30 years. She is currently an independent Education Consultant working with a range of Local Authority maintained schools and schools in Multi Academy Trusts. Previous to this role, she was Strategic Lead for School Improvement for South Gloucestershire Council, overseeing the educational performance of all maintained schools and working in close partnership with local MATs. Until recently, she was a Lead Inspector for Ofsted in the Southwest region. She has worked in many leadership roles within schools including as an Executive Headteacher of two large urban schools with a Nursery and Children's Centre. Geraldine has previously served as a governor in a maintained school and on the Strategic Board for a Pupil Referral Unit.

## Structure



## Governance

### Members

Academy trusts are founded by **Academy Members** who have a general duty to exercise their powers to further the academy trust's charitable purpose.

Members play a limited but crucial role in safeguarding academy trust governance. While they must ensure they do not stray into undertaking the **Academy Trustees'** role, they should assure themselves that the governance of the trust is effective, that Academy Trustees are acting in accordance with the trust's charitable object(s) and that they, the Members, use their powers to step in if governance is failing. Academy trusts are founded by Members, who may then appoint additional Members to join them. The first Members are the signatories to the memorandum of

association, which is drawn up when the academy trust is first established. These first Members agree the academy trust's first articles of association, which include the academy trust's charitable purpose. Members should not be involved in the day-to-day business of the academy trust and must ensure they do not assume the powers of the Academy Trustees.

### Who are the Mosaic Partnership Trust Members?

Name	Experience
<b>Berkeley Wilde</b>	<p>Berkeley has been working as an Equality, Diversity, Equity and Inclusion consultant, researcher, and trainer for nearly three decades. He is passionate about community cohesion and community development, empowerment, and leadership, as well as social change.</p> <p>Berkeley has been working in the space of equality in education for three decades. Berkeley will focus on how schools can work with equality led community-based organisations to increase awareness and understanding of diversity with school settings.</p> <p>Berkeley has supported the substance misuse sector in developing equality, diversity, and inclusion solutions with substance misuse services, including the development of an Equality Standard. He has written research reports which influenced Health and Wellbeing Strategies and Joint Strategic Needs Assessments.</p> <p>With a background working in health inequalities, mental health, substance misuse, domestic violence and abuse and youth work, Berkeley has worked with national charities including Mind, Relate and the Terrence Higgins Trust. He has led a research project into access to primary care services for the Department of Health. He has also worked on projects for the Home Office, including on a Domestic Homicide Review and a Government Scrutiny Panel. Berkeley has also worked internationally with nongovernmental organisations based in Brussels, with the European Union and European Parliament, on tackling health inequalities</p>
<b>Richard Freedman</b>	<p>Richard spent his career in the private sector, where he is currently the Chief Operating Officer and Company Secretary for a national fraud prevention organisation, responsible for corporate governance, sitting on both the main board and advisory board. He is also a board member for the City of London Police programme for their next generation fraud and cybercrime reporting service.</p> <p>He has previously been managing director of a subsidiary of a FTSE 250 property company and led the development of their corporate growth strategy. As a senior executive he has a variety of experience in strategy, governance, operations, digital transformation, technology, and commercial activities with an intimate knowledge of how an organisation is run, including managing budgets and large teams. He is currently a co-opted governor for two schools within a multi-academy trust in Northamptonshire and is a volunteer for Samaritans.</p>
<b>The Rt Revd Vivienne Faull, The Bishop of the Diocese of Bristol</b>	<p>Viv has been the Bishop of Bristol since 2018. The Rt Revd Vivienne Faull studied at The Queens School, Chester and Saint Hilda's College, Oxford and taught in North India before serving as a Deaconess in the Diocese of Liverpool (1982 – 85), Deacon in the Diocese of Ely (1987), Chaplain at Gloucester Cathedral (1990-4), canon Paster then Vice Provost at Coventry Cathedral (1994). Viv became the first woman to lead a Church of England Cathedral as</p>



	<p>Provost then Dean of Leicester in 2000. In 2012 she was appointed Dean of York, and in 2013 became a female representative in the House of Bishops. Bishop Viv became a member of the House of Lords in 2018 and was appointed by archbishops as a new lead bishop for church and cathedral buildings in July 21. She is serving her second term on the English Anglican Roman Catholic Committee for ecumenical conversations.</p>
<b>Andy Spens</b>	<p>Andy lives in Bristol and has spent his entire teaching career in the local area, starting as an NQT in a South Gloucestershire school, working as a Deputy Headteacher in Bath and North-East Somerset, before becoming a Headteacher and then Executive Headteacher in South Gloucestershire. Andy has spent his whole teaching career working in Church of England Primary Schools and now works as the 'Head of Professional Learning' for the Church of England Foundation for Educational Leadership, with a particular responsibility for overseeing leadership development programmes, including the full suite of NPQs as well as other broader areas. Andy is passionate about staff growth and development, curriculum and fostering a school and trust ethos which promotes the flourishing of staff, children and ultimately the communities that they serve.</p>
<b>Aisha Thomas</b>	<p>Aisha studied law before an epiphany saw her move to education and become Assistant Principal at an inner-city secondary school. Today she is Educational Consultant in her own organisation, Representation Matters Ltd, and has a firm focus on anti-racist practice, equity, justice, and liberation. Aisha has presented a BBC documentary about the lack of black teachers in Bristol and delivered a TEDx talk: 'Why Representation Really Matters'. She won Positive Role Model for Race/Ethnicity at the Bristol Diversity Awards 2020, received a 2021 Special Recognition Award from Bristol Black History Month magazine, and won the 2021 Baton Awards Campaigner of the Year. More recently, Aisha won the Rise Awards Entrepreneur of the year 2022. Aisha is also a university guest lecturer, and her debut book 'Becoming an anti-racist educator' was released on 12 May 2022. In June 2022, Aisha was awarded an MBE for her services to education.</p>
<b>Rob Carpenter</b>	<p>Rob is the CEO of the Inspire Partnership in Greenwich and Medway and author of 'A Manifesto for Excellence in Schools'. The Inspire Partnership is an academy trust of 9 schools serving diverse communities in Croydon, Greenwich, and Medway. Rob became CEO when the Trust formed in 2017 with the ambition to transform the lives of children through partnership and collaboration. As an NLE and senior partner with Challenge Partners, Rob has experience of school leadership in a range of contexts, including special measures and schools serving a high proportion of disadvantaged pupils. Rob is also a member of the ASCL Council as a primary representative. In 2016, Rob worked with the DfE and Teaching School Council to review primary teaching.</p>



## The Trust Board

The trust board, led by a Chair, is the decision-making body of the academy trust and is accountable and responsible for all the academies in the academy trust. As set out in the Governance Handbook, all trust boards have three core functions:

1. Ensuring clarity of the vision, ethos, and strategic direction.
2. Holding the Executive Leaders to account for the educational performance of the school(s) and its pupils and the effective and efficient performance management of staff.
3. Overseeing the financial performance of the school(s) and making sure that its money is well spent.

## Who are the Mosaic Partnership Trust Trustees?

Name	Experience
<b>Huw Evans (Chair of Trustees)</b>	<p>Huw Evans has worked in education for over forty years and is currently an independent education consultant supporting schools. His career has included headship, Lead School Improvement Officer for a Local authority, Ofsted inspector, Maths lecturer and a Maths consultant.</p> <p>He has co-authored a book 'Thinking it through' and recently contributed to the book 'On the subject of values... and the Values of Subjects'. He has never lost the joy of supporting pupils with their learning either directly or through working with teachers and leaders.</p> <p>With a qualification in Special Needs Education, he has always been particularly interested in working with all children in removing barriers to their learning.</p> <p>He has worked for a charity whose focus was on improving the outcomes of vulnerable pupils. He currently serves as a member and separately as a director of two other Trusts.</p>
<b>Tim Gilson</b>	<p>Tim Gilson has been Chief Executive Officer of the Athelstan Trust since 2015 and was Headteacher of Malmesbury School for 10 years. Tim is a Fellow of the Chartered College of Teaching, a National Leader of Education, and a former Ofsted Inspector.</p> <p>Tim was on the board of the ASCL consortium delivering the National Professional Qualification for Executive Leadership (NPQEL) in the South-West. He is an elected member of ASCL Council representing the SW region and serves on the Leadership and Governance committee.</p> <p>He is an experienced mentor for new Headteachers and has been a teacher for 33 years. Tim spent a year working full time for Ofsted as a seconded Inspector. He has served as Chair of the Wiltshire Association of Secondary Headteachers and the Wiltshire Education Standards Board, he also sits on the steering group of the Odyssey Teaching School Hub. Tim is a Trustee of the Wiltshire Wildlife Trust. Tim spent three years on the Independent Monitoring Board of HMP/YOI Ashfield.</p>
<b>Sarah Lovell</b>	<p>Sarah Lovell is the Chief Operating Officer of the Cabot Learning Federation, a multi academy trust in the Southwest serving 12,500 pupils. Sarah has been COO since January 2022 and is responsible for all operational areas outside of education delivery such as finance, estates, governance, HR, and compliance. This includes leading the professional services directors and their teams who are based both in the centre and within academies who</p>

	<p>provide support, advice, and challenge in their areas of expertise across the Trust.</p> <p>Sarah is a fellow and qualified ACCA accountant with over fifteen years of financial experience in both the public and private sectors. From 2017 to 2021, Sarah was the Finance Director for the CLF and retains the role of Chief Finance Officer.</p> <p>Sarah joined CLF in 2014, having previously worked in the legal and IT sectors in various roles from Finance Manager to Financial Controller including 3 years as Financial Controller at Stone King LLP. Sarah has actively contributed to good governance having previously been chair of the South Gloucestershire Schools Forum for 3 years until stepping down in August 2022 and is currently chair of Bristol Schools Forum.</p>
<b>Daniel Wood</b>	<p>Daniel is the Corporate Equalities Leader for South Gloucestershire Council. He has over 30 years' experience and expertise in equality and diversity and human resources training, consultancy, and research. He currently works with Council officers, external partners, equalities organisations and elected members on a daily basis and provides advice, support and challenge in areas ranging from Council direct services through to education and skills. Particular areas of focus for Daniel include training and guidance around the Public Sector Equality Duty, Equality Impact Assessment Analysis and Protected Characteristics. More broadly he has worked with a number of organisations to develop strategic approaches to the issues of Equality and Diversity, providing good practice audits and developing Business and HR Policy and Strategy. He has a degree in Business Management and is a Fellow of the Chartered Institute for Professional Development with expertise in human resources management. He is an experienced Chair of Governors of a Special School in South Gloucestershire and a champion for all children and young people.</p>
<b>Hannah Tebbutt</b>	<p>Hannah has worked at UWE Bristol for 17 years in several different roles, including student support and project/programme management. In her current role as Head of Future Quest she has led on the university's outreach programmes in schools and colleges across the region, alongside widening participation strategy development and associated regional partnerships. She is a member of the Equality, Diversity and Inclusivity leadership team and is passionate about the role of education in improving life outcomes for young people.</p> <p>She has enjoyed growing innovative outreach programmes from the ground up with a focus on supporting positive progression and inspiring a love of learning. Her Psychology degree and experience of working for the National Probation Service, before moving into Higher Education, has helped her to develop the insight and skills needed to create and lead programme teams with an inclusive culture.</p> <p>Over the past 4 years she has had the privilege of being a school governor in two primary schools in different Multi-Academy Trusts in South Gloucestershire and in BANES, giving her a valuable understanding of school and Trust governance and leadership and enabling her to contribute to areas of expertise such as EDI, evaluation, strategy development and project management.</p>
<b>Tanya Smith</b>	<p>Tanya's background is in local government. She is currently working for Bournemouth, Christchurch, and Poole Council as part of the Education and Skills senior leadership team.</p>

	<p>She has experience of leading the commissioning and development of high-profile, complex strategic projects to create new pathways for learning and help sustain existing and growing new communities. Her responsibilities include delivering the statutory functions of the local authority including planning and commissioning the department's capital programme, admission to school, home to school transport, early years sufficiency, academy conversion and school place planning and funding. In delivering these functions, she works closely with local school leaders and trust boards and works collaboratively with regional and national partners in education. She has held various roles as a school governor and is currently Chair of Governors of a small federation of primary schools in Devon.</p>
<b>Caroline Jowett-Ive</b>	<p>Since April 2021 Caroline has been Bristol Diocese Director of People and Safeguarding, Equality, Diversity, and Inclusion. She holds the role of Deputy CEO/Diocesan Secretary and is a member of the Bishop's Staff Senior Leadership Team.</p> <p>Prior to this she held global HR leadership roles in multi-national commercial organisations. She has a MA in Human Resource Management.</p> <p>She has been an active member of her Parish Church in Stoke Bishop, Bristol for 30 years and is currently a Church Warden, Trustee, and the Chair of the Mission Committee. She is also Trustee of the Bristol Archdeaconry Charity and advises other local organisations on employment and related matters. She is a Pioneer of Prostate Cancer UK supporting them through fund and awareness raising and is a committed volunteer and supporter of the charity Shining Faces in India, providing food, shelter, healthcare, and education to orphans in Southern India.</p>
<b>Liz Townend</b>	<p>Liz was a primary teacher and LA Education Adviser supporting all staff groups in RE, leadership and curriculum professional development. She taught on national leadership qualifications and was an Ofsted Inspector. Liz has worked for the Bristol diocese for eight years with their Academies Trust and Education team. She is Director of Education for the Diocese. This involves supporting CE, academy, and community schools across four LAs, being part of the diocesan leadership team and working regionally across the dioceses of the South-West.</p> <p>Liz is a school governor, church warden, organist, and service leader at her village church. Liz loves to see children flourish in all senses, so promotes church school education partnerships that build wisdom, hope, dignity and living well in community</p>
<b>Catherine Leahy</b>	<p>Catherine works for a Multi-Academy Trust in the South-West as a quality assurance lead. Previous to taking up this role four years ago, Catherine held senior management positions in schools, including as a headteacher. Catherine is an experienced Ofsted Inspector with previous experience as a Her Majesty's Inspector and two years as a Senior Her Majesty's Inspector. She also has a strong commitment to supporting pupils who have special educational needs and/or disabilities through her work. Catherine has been a governor of a secondary school and more recently, was a Trustee of a local Multi-Academy Trust.</p>

## Academy Community Councils

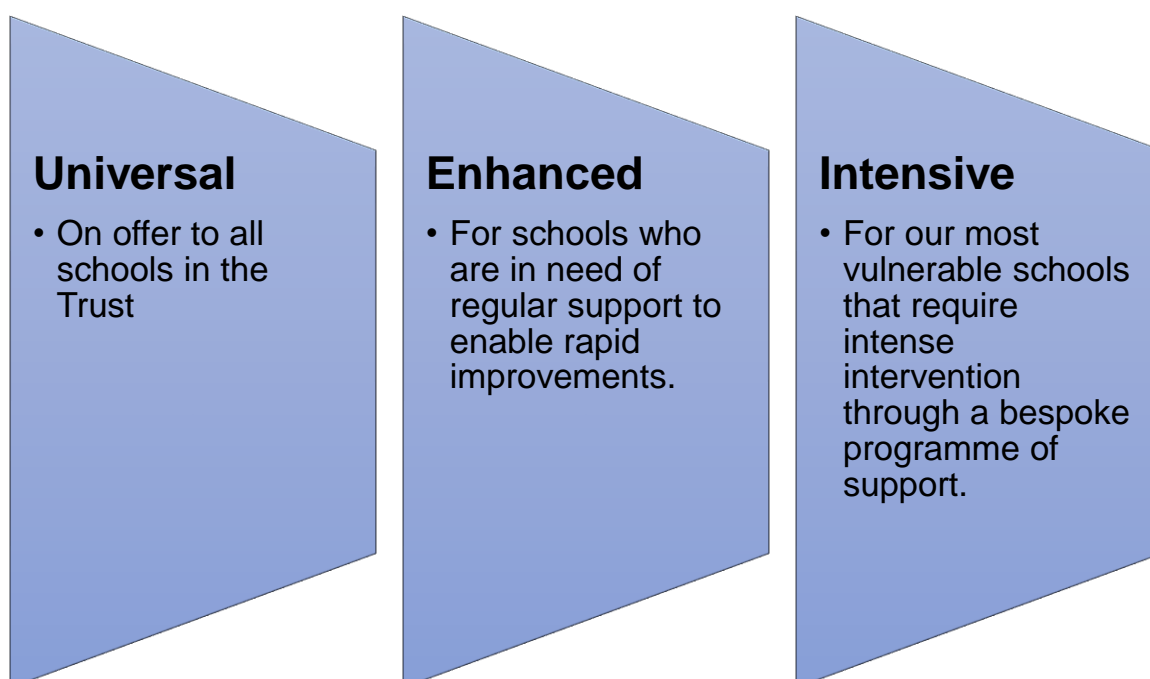
The trust board would seek to establish local Academy Community Councils that would focus on the quality of education for each school, ethos and culture and safeguarding. For Church of England Schools, they would evaluate and grow the special character of the school in which they serve. They know their communities best and would act as a key conduit to the Trust Board.



We believe that every school should have the most appropriate level of support to be able to strive for, and achieve, excellence. The principles underlying our improvement strategy are integrity, innovation, and partnership. We understand that schools are unique places, and as such have designed a flexible school improvement offer to support our schools.

Our strategy is based around building capacity at all levels to create sustainable, strong schools for the future. Our approach, in line with our principles, is very much about working in partnership. This allows for the development of leaders at all levels and ensures that our workforce can be the best they can and in turn supports the best outcomes for all children.

We have a range of schools with individual contexts and needs and therefore we offer a tiered approach with three levels of support for schools depending on their individual needs.



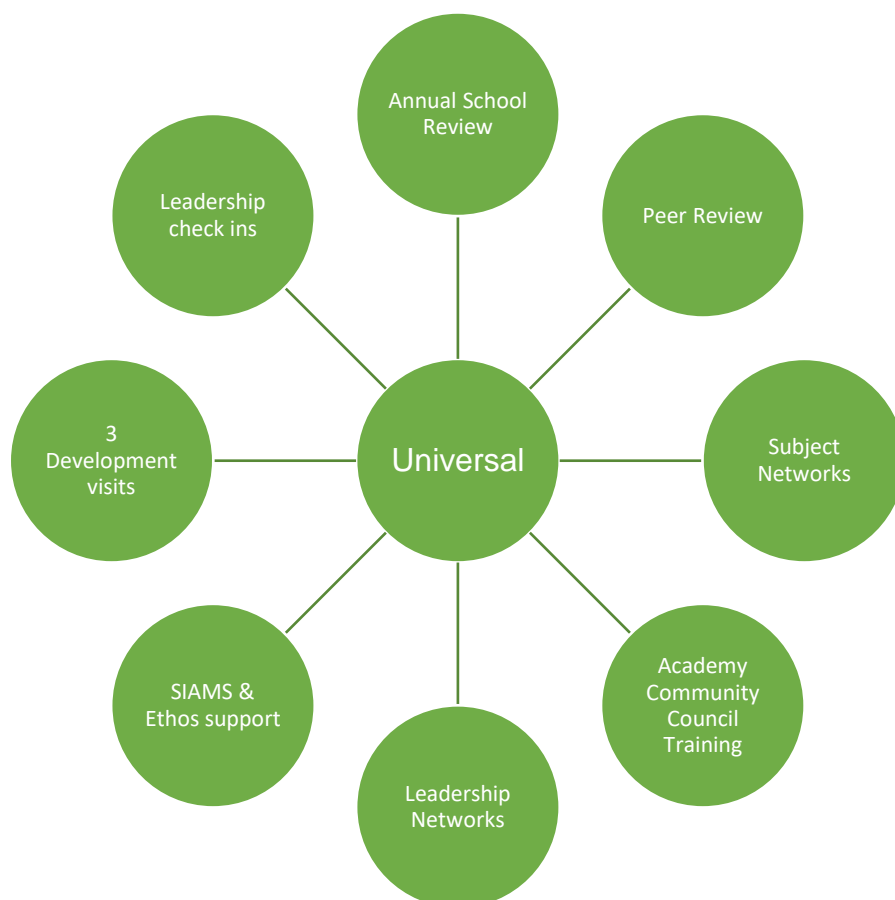
In order to direct our resources appropriately there is a clear and transparent system to determine which level of support each individual school will receive over the academic year. Through an accurate review process, we use a number of set indicators to identify which tier of support each school will receive across the year, according to their individual need.

A range of information is used to determine each school's tier of support:

- In school review from Director of Education
- Review of key documentation including SEF and School Improvement Plan
- Range of data analysis
- Capacity for improvement
- Stability of staffing
- Stakeholder voice

### **The Universal Offer**

Our Universal Offer is an entitlement for all schools within the trust and is included as part of the central charge each school pays. Based around our principles of integrity, innovation and partnership, the offer focuses on development, rather than purely monitoring. Research-led approaches and the sharing of best practice form the bedrock for the offer, with CPD for staff at all levels ensuring that all colleagues have the tools to enable them, their pupils, and their communities to thrive and be successful.



### **Annual School Review**

Every school in the Trust has an annual review undertaken by the Director of Education alongside school leaders. The purpose of the review is to validate leaders' self-evaluation and inform key areas of work in the Development Visits that take place across the year together with agreeing the tier of support the school will be offered.

The review is diagnostic and identifies strengths and areas for development for the school. A clear outline of how the central team will support the school in working towards the areas for development together with how the school's strengths can be utilised across the Trust will be devised at the end of the review.

### **Development Visits**

Following the annual school review, the school will receive 3 Development Visits throughout the year from the Director of Education. These are aimed at supporting the school's development areas.

### **Leadership Check Ins**

The CEO and Director of Education will lead individual meetings with each Headteacher every term. The focus of these is to review the Headteacher's well-being and workload, review progress towards school priorities and discuss any other issues regarding wider issues such as staffing, building and financial position.

### **Subject Networks**

Our Subject Networks bring together Subject Leaders from across the Trust to share good practice and ensure curriculum areas are strong and continually develop.

### **Leadership Networks**

Our Leadership Networks bring together different leaders across the Trust. Each network looks at their specific area in depth, but the focus is on national developments and implementing best practice. Current Leadership Networks include Early Years, Inclusion, Senior Leaders, and Business Managers.

### **SIAMS and Ethos**

We are committed to offering specific support for our church schools. This includes high quality professional development, supportive visits, and guidance on preparing for SIAMS inspections.

### **Peer Review**

Every school has the opportunity to participate in a Peer Review across the Trust each year. The purpose of these is for peers to work together to evaluate an area of focus in each school.

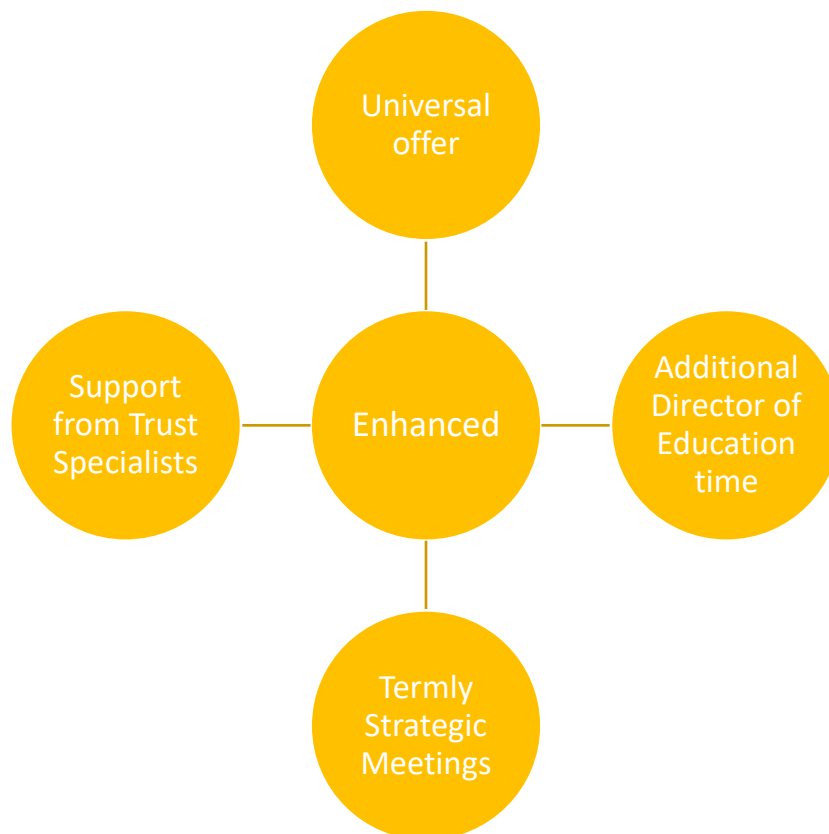


## **Academy Community Council Training**

We offer our local Academy Community Councils regular training to ensure they can be as effective as possible within the scheme of delegation.

## **Enhanced Offer**

The Enhanced Offer is for schools that have some vulnerabilities but have the capacity to rapidly improve and stabilise.



## **The Enhanced Offer is additional to the Universal Offer.**

### **Additional time from Director of Education**

Schools in receipt of the Enhanced Offer will receive an additional 3 days of time from the Director of Education. The purpose of this additional time is to work with school leaders to clearly identify priorities and CPD needs, devise a Trust Support Plan, and undertake progress reviews each term.

### **Support from Trust Specialists**

Where required, additional time will be brokered from Trust wide specialists. For example, Early Years Specialist, Maths Specialist, Phonics Specialist etc.

### **Termly Strategic Meetings**

The CEO leads Strategic Meetings 3 times per year with schools receiving the Enhanced Offer. The purpose of these is to bring together relevant members of the Central Team with school leaders to review the school's Trust Support Plan and agree next steps and any additional support the school requires in order to move to a strong, self-sustaining position.

### **Intensive Offer**

The Intensive Offer is for our most vulnerable schools that have limited capacity to improve. The aim is to build and develop the necessary capacity to ensure sustainability once the support is removed.



**The Intensive Offer is additional to the Universal Offer.**

### **3 Weekly Progress Reviews**

The Director of Education will lead these meetings. The purpose of these is for the Director of Education to guide school leaders through the school improvement process through the setting of short-term actions within a Rapid Improvement Plan.

The Director of Education will oversee and co-ordinate any additional capacity and CPD being brokered in to support the rapid improvement of the school.

### **Area / Subject Reviews**

Where relevant, reviews and follow up CPD will be undertaken by Trust specialists in order to rapidly identify key areas for improvement and provide support and training. These may include areas such as Inclusion, Early Years or Curriculum.

## **Bespoke Support**

The package of support will depend on the precise needs of the school together with an evaluation of the school's current capacity to improve at pace. Where required interim Executive Leadership will be brokered into the school.

## **Indicators used to support the allocation of School Improvement Offer**

<b>School Improvement Offer Type</b>	<b>Key Indicators</b>
<b>Universal Offer</b>	<ul style="list-style-type: none"> <li>– Track record of accurate self-evaluation and continuous self-improvement. The Trust agrees with leaders' evaluations</li> <li>– The curriculum is ambitious and meets the needs of all children</li> <li>– Secure Ofsted outcome</li> <li>– Secure SIAMS outcome (where appropriate)</li> <li>– Strong stable leadership</li> <li>– Stable staffing</li> <li>– Stable outcomes</li> <li>– Strong capacity for improvement</li> <li>– Positive stakeholder views</li> <li>– Robust safeguarding</li> </ul>
<b>Enhanced Offer</b>	<ul style="list-style-type: none"> <li>– Trust may disagree with some of leaders' evaluations</li> <li>– Risk of not maintaining or gaining a secure Ofsted outcome</li> <li>– Risk of not maintaining or gaining a secure SIAMS outcome (where appropriate)</li> <li>– Variable outcomes</li> <li>– The curriculum is ambitious but in development</li> <li>– Capacity to improve</li> <li>– Stable leadership and range of experience</li> <li>– Staffing mainly stable and range of experience</li> <li>– Stakeholder views mainly positive</li> <li>– Secure safeguarding</li> </ul>
<b>Intensive Offer</b>	<ul style="list-style-type: none"> <li>– Provision not yet 'Good' and in need of rapid improvement</li> <li>– Less than good inspection, inc. weak ungraded inspection</li> <li>– Less than good SIAMS outcome (where appropriate)</li> <li>– Weak/downward trend of pupil outcomes</li> <li>– Unstable leadership and/or staffing</li> <li>– Primarily negative stakeholder voice</li> <li>– Limited capacity for improvement</li> <li>– Culture of safeguarding not secure</li> </ul>

## **Frequently Asked Questions**

### **Q. Will schools change their name?**

A. No, all schools will retain their name including the term 'Primary School', 'Infant School' or 'Junior School'.

### **Q. Will schools change their uniforms?**

A. No, there will be no changes in uniform. The only time a change in uniform would be considered or appropriate would be for a sponsored school that was rebranding.

### **Q. Will the language of academies be adopted?**

A. No, school leaders will still be called Headteachers, Deputy Headteachers. The language of principle, vice-principle will not be used.

### **Q. Will schools lose all autonomy?**

A. No, school leaders will still retain autonomy to run their schools to best serve their communities. However, for the Trust to be effective, there will have to be alignment and standardisation in some areas and systems.

### **Q. Will staff lose out?**

A. No, we are committed to an improved offer for all staff. This means committing to the School Teachers Pay and Conditions and maintaining staff pensions. Our commitment is to offer an increased package of benefits for all staff to make us the employer of choice.

### **Q. What happens to our OFSTED grade?**

A. All schools would be closed and reopened with a new URN number. All schools would then be inspected within three years of conversion. OFSTED aim to inspect new schools in the third year of being open. Schools' readiness for inspection would need to be a priority in the first three years.

### **Q. Is the academy drive the privatisation of schools?**

A. Academy trusts are not businesses – nor are they run by 'private' people, and they cannot make a 'profit'. The land is not passed into 'private' ownership and trusts need permission to sell land – just like maintained schools

### **Q. Do trusts have different legal responsibilities?**

A. No, academy trusts do not have different legal responsibilities for example for pupils with SEND.

### **Q. Can I change my mind?**

A. Yes, schools can withdraw right up to the day of conversion.

### **Q. Can I leave a trust?**

A. Academy conversion is irreversible. Schools can move trusts but cannot move back to being maintained.