LEODIS ACADEMIES TRUST
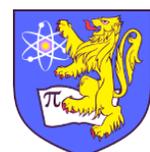
'Forging Young Futures'

Leodis Academies Trust
Rein Road
Tingley
Wakefield
WF3 1JQ

At Leodis Academies Trust we are committed to developing every young person's full learning potential through a wide variety of educational experiences in an environment that fosters positive relationships based on mutual respect.

Each of our schools have their own identity and ethos that reflects their specific community and the needs of the young people within them. However they are all underpinned by a strong sense of purpose, order and control which in turn produces confident and enthusiastic young people who value education and the opportunities it affords them.

Not content with focusing on academic excellence we all work hard to shape our young people into fully rounded individuals, ready to face the demands of a rapidly changing society. We access a comprehensive range of support and development services, in-house and externally, to ensure barriers to learning are tackled and their impact on attainment is reduced to allow every young person to make significant progress.

With collaboration at the heart of our work as a Trust we are able to share good practice, resources, and a philosophy that secures high quality teaching and learning across our schools. We focus on the breadth of curriculum; and value and provide enrichment opportunities for our young people to develop their talents and to find new skills and interests.

Our positive outlook and excellent reputation enables us to attract and sustain high quality staff teams lead by exceptional leadership teams. Our tireless focus on quality first teaching secures a safe, happy and high achieving learning environment for all our young people. We value every success and celebrate the achievements of all our young people through events, newsletters and our websites.

Whilst we focus on working together across the schools we recognise that we cannot grow, develop and fulfil our vision for every young person without strong partnerships. Central to this is the relationship between home and school; strong communication and open, honest dialogue ensuring we know our young people well and can work together to meet their needs.
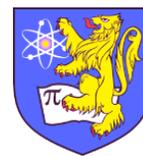
Leodis Academies Trust was established in April 2016 to formalise the collaborative working of four high performing schools within close proximity of one another. It offers young people the opportunity to experience consistency and security in their education from 3 to 18 years old; from the start of nursery to the end of sixth form and into adulthood.

Moving forward with tight budgets and continual pressure to exceed already high standards, the Trust is able to offer stability through targeted services and economies of scale and support through shared expertise alongside training and development opportunities.

The Trust has the capability and ambition to work alongside other schools; both those who share our vision of collaboration offering strength to highly performing schools and those who need support to develop their leadership teams and quality first teaching to improve outcomes for their young people.

The fundamental principles we work by are:

- Each academy has its own ethos and identity and it is important to ensure they have the freedom to develop these;

- Each academy commits to working collaboratively to secure high quality outcomes for all its young people;

- Each academy is at a different point on their journey and the Trust recognises and supports the academies actively and positively in their development;

- Local Governing Boards are responsible for overseeing the operational direction of the finance and strategy in individual academies under the umbrella of a strategic Board of Trustees;

- The Board of Trustees is responsible for identifying when individual academies are in need of additional support and agreeing how this might look.

- The academies within the Trust adhere to the principles and practices set out in their Memorandum of Understanding
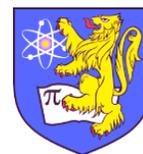
Strategic Aim 1:   All Academies within the Trust reach good or better outcomes.

- Improve standards at the end of each Key Stage to exceed national year-on-year in all areas through high quality teaching and learning.
- Secure high quality teaching and learning in a rich and broad curriculum that values every aspect of education.
- Ensure groups at risk of underachieving make accelerated progress.

Success Criteria 2019:

1. Each academy has a strong upward three year trend at the end of each Key Stage in all areas as shown in Raiseonline.
2. Teaching is evidenced as good or better across the Trust.
3. Specialist teaching is used to support the development of a rich and broad curriculum where necessary.
4. Groups at risk of underachieving make better progress than those nationally. The gap is narrowing when compared to national.

Milestones:

1. Primary academies baseline against new national curriculum 2016; including groups at risk of underachieving.
2. Secondary academies baseline against new accountability measures; including groups at risk of underachieving.
3. Areas of underperformance identified and strategies agreed and implemented to address them.
4. Teaching is evidenced across the Trust and areas of strength and weakness identified.

Key Performance Indicators:

1. Aggregate results exceed national levels for attainment and progress.
2. Progress of disadvantaged groups is at least in line with their peers nationally.
3. Teaching is good or better in all areas across the Trust.
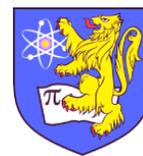
Strategic Aim 2:   All Academies within the Trust share a self-sustaining, system-led, collaborative approach to improvement.

- Secure an accurate and robust self-evaluation process that can be used to effectively monitor the outcomes and progress of each academy.
- Develop a model for working within and across the academies to embed our shared vision.
- Develop a model for school-to-school support moving forward.

Success Criteria 2019:

- All academies benefit from regular monitoring and evaluation visits, including the use of external School Improvement Advisors who identify strengths and areas for development both within each academy and across the Trust.
- Collaborative working is embedded at all levels throughout the Trust including quality assurance.
- Staff development is consistent and high quality, staff are well supported and deployed to have maximum impact, and succession planning is structured across the Trust.
- Key staff have been identified and trained, or recruited to support school improvement in schools outside, or new to the Trust.

Milestones:

- An agreed self-evaluation process will be implemented across the Trust building evidence of the impact of collaborative working.
- Staff will be deployed across the Trust or moved within the Trust as necessary to support strong school improvement.
- The Trust will have grown, either through conversion or sponsorship.

Key Performance Indicators:

- All academies are good or outstanding in their OFSTED inspections.
- School improvement is structured and systematic to offer challenge and secure impact across the Trust.
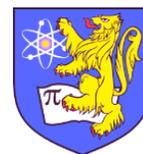- The majority of school improvement is led by academy-based leaders.

OUR   STRATEGIC

Strategic Aim 3:   Leadership within and across the Trust is at least good and mainly outstanding

- Develop a strong Board of Trustees that has the requisite skills to challenge and vision to drive improvement across the Trust.
- Embed high quality local governance across the Trust to focus on the development of individual academies within the Trust.
- Secure strong leadership and direction through the collaborative working of the Principals across the Trust.
- Empower leadership teams within each academy to work strategically and collaboratively to share and develop good practice within their academy and across the Trust.

Success Criteria 2019:

1. The Board of Trustees has the full trust of the Regional Schools Commissioner and the academies to lead the Trust forward.
2. Leadership, including local governance, is judged to be at least good across the Trust.
3. Communication between local governance and the Board of Trustees is productive and strengthened by a shared vision and understanding of how to achieve that vision.
4. Leadership within each academy is well developed and shown to be effective through excellent outcomes for their young people.
5. All safeguarding, health and safety, financial and legal responsibilities are met, and the systems and their impact judged to be outstanding across the Trust.

Milestones:

1. The Board of Trustees knows and understands its remit and has established systems to support self-evaluation and monitoring across the Trust.
2. Local Governing Bodies have been re-constituted to meet the needs of each academy within the Trust.
3. All academies are judged to have good or better leadership.
4. An agreed appraisal system has been implemented across the Trust to support leadership succession planning and training opportunities.
5. All statutory policies have been agreed and implemented across the Trust.

Key Performance Indicators:

1. Boards are running at full complement and attendance levels are high.
2. Leadership is judged to be outstanding in all academies.

OUR   STRATEGIC

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Strategic Aim 4: The number of academies within the Trust has grown steadily to secure its future sustainability.

- Manage systematic growth through a planned approach.
- Deliver high quality services within the Trust and offer them for brokerage outside the Trust.
- Establish a clear structure across the Trust which works to effectively support the academies within it.
- Deliver a robust and sustainable financial plan.

Success Criteria 2019:

1. The Trust has taken on up to 3 academies in addition to the founding academies, through conversion, free school applications or sponsorship.
2. Academies express high levels of satisfaction with the services on offer; they are secure and sustainable going forward.
3. The reputation of the Trust is strong within Leeds and beyond.
4. The staffing structure maximises each academy's ability to manage school improvement, finance and human resources effectively.
5. The Board of Trustees is equipped to grow the size of the Trust without impacting negatively on its existing members.
6. Financial forecasts indicate a stable budget position; with no deficits corporately or in individual academies.

Milestones:

1. The Trust has agreed a planned approach to growing the Trust.
2. Centrally agreed costs for services and service level agreements are in place within the Trust and developed for schools and academies outside the Trust wanting to buy in services.
3. Economies of scale are maximised to secure financial best value for all academies within the Trust.
4. Additional income streams are being explored to support the development and growth of the Trust.

Key Performance Indicators:

1. All academies within the Trust are financially stable.
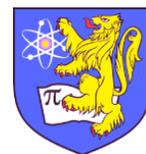2. The Trust is able to grow without financial detriment to the existing academies.

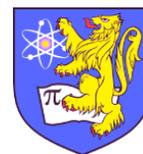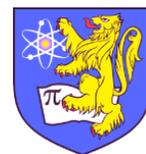| Strategic Aim 1:	All Academies within the Trust reach good or better outcomes.			
Action		**Responsibility**	**Timeline**	**Success criteria**
Improve standards at the end of each Key Stage to exceed national year-on-year in all areas through high quality teaching and learning.				
• Create and implement agreed format for collection and analysis of data across the Trust. • Establish regular cycle for data collection and interrogation. • Identify areas for improvement within each academy and identify links between schools and opportunities for collaborative work.				Aggregate results exceed national levels for attainment and progress.
Secure high quality teaching and learning in a rich and broad curriculum that values every aspect of education.				
• Audit quantity and quality of staff across Trust. • Review roles and responsibilities to ensure they are consistent across the Trust and reflect the context of each academy where necessary. • Establish teaching and learning group across Trust to focus on sustaining high quality teaching and learning for all our children.				Teaching is good or better in all areas across the trust.
Ensure groups at risk of underachieving make accelerated progress.				
• Ensure tracking systems focus on progress of groups to enable the Trust to identify groups at risk of underachieving. • Look for successes in particular academies to share and develop strategies across the Trust. • Identify any areas of shared weakness for collaborative working.				Progress of disadvantaged groups is at least in line with their peers nationally.

ANNUAL PLAN   2016

| Strategic Aim 2: All Academies within the Trust share a self-sustaining, system-led, collaborative approach to improvement.			
Action	**Responsibility**	**Timeline**	**Success criteria**
Secure an accurate and robust self-evaluation process that can be used to effectively monitor the outcomes and progress of each academy.			
• Audit and review practice across the Trust using internal and external evaluation data. • Validate the monitoring of each academy's school development plan to ensure consistency. • Share the monitoring and evaluation schedules of each academy and its outcomes to secure consistency in the quality of data gathering.			The 'Value for Money Statement' for the Trust evidences that all academies are maintaining good or better outcomes.
Develop a model for working within and across the academies to embed our shared vision.			
• Develop collaborative working opportunities for leadership teams across the Trust. • Take time to visit and understand how each academy operates and the context and challenges they each face. • Identify the strengths and capacity within each academy's leadership team for working across the Trust and with other schools outside the Trust.			School improvement is structured and systematic to offer challenge and secure impact across the Trust.
Develop a model for school-to-school support moving forward.			
• Establish areas of strength across the Trust to create our 'point of difference'. • Identify key staff and train them appropriately to work with other schools. • Establish a clear structure for self-evaluation and improvement to plan working with other schools. • Identify leadership capacity and opportunities for developing leaders within Trust with a view to working with other schools. • Apply for at least one member of Leodis Academies Trust leadership to become a registered Ofsted Inspector.			The majority of school improvement is led by academy-based leaders.

Strategic Aim 3:	Leadership within and across the Trust is at least good and mainly outstanding		
Action	**Resposibility**	**Timeline**	**Success criteria**
Develop a strong Board of Trustees that has the requisite skills to challenge and vision to drive improvement across the Trust.			
• Audit skills of Trustees. • Establish committee structures and functions. • Establish roles and responsibilities of Trustees. • Plan training opportunities for individual Trustees and Board of Trustees as a whole.			Trustees know and understand their roles and responsibilities and are skilled to meet their remit.
Embed high quality local governance across the Trust to focus on the development of individual academies within the Trust.			
• Reconstitute Local Governing Bodies. • Establish committee structures and functions. • Establish roles and responsibilities of Trustees. • Plan training opportunities for individual Governors and Local Governing Bodies as a whole.			Local governing bodies are re-constituted to meet the needs of each academy.
Secure strong leadership and direction through the collaborative working of the Principals across the Trust.			
• Establish regular meeting schedule and share agreed responsibilities across Principals. • Create leadership networks across Trust. • Implement, evaluate and review strategic plan. • Identify opportunities for building capacity in leadership and offering high quality training opportunities.			Trustees are well informed through clear systems on the strategic direction of the Trust and the impact of the strategic plan.
Empower leadership teams within each academy to work strategically and collaboratively to share and develop good practice within their academy and across the Trust.			
• Give focused responsibilities and activities for leadership teams to work on together • Schedule regular meetings for leadership teams across the Trust. • Focus on developing strengths to support one another in school improvement. • Apply for teaching school status. • Build number of leaders with recognised National Leader of Education, Local Leader of Education or Senior Leader of Education status across Trust.			Leadership is judged to be at least good in all academies.

Strategic Aim 4: The number of academies within the Trust has grown steadily to secure its future sustainability.			
Action	**Resposibility**	**Timeline**	**Success criteria**
Manage systematic growth through a planned approach.			
• Set criteria for identifying schools that may wish to join Leodis Academies Trust. • Exploring need for additional places within the locality and the possibility of establishing a free school to meet any of those needs. • Plan how other good and outstanding schools could join the Trust. • Draw up plan for sponsoring schools. What could we offer? How would we manage their improvement?			The Trust has an agreed plan for managing its growth.
Deliver high quality services within the Trust and offer them for brokerage outside the Trust.			
• Audit and review services used in-house and externally by academies within the Trust. • Plan services that could be grown and developed in-house. • Identify services that could be brokered to other schools.			Centrally agreed costs for services and service level agreements are in place across the Trust.
Establish a clear structure across the Trust which works to effectively support the academies within it.			
• Establish SLAs for services offered by the Trust. • Identify where those services would be best placed. • Allocate responsibility for different services to leaders within the Trust.			Academies express high levels of satisfaction with the services on offer.
Deliver a robust and sustainable financial plan.			
• Develop financial plan for the Trust from the individual academy plans. • Look for opportunities to develop shared services to secure high quality support for academies within the Trust. • Ensure budgets are well managed and monitored by Local Governing Bodies and overseen by Trustees.			All academies within the Trust are financially stable.
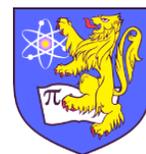
The Board of Trustees will regularly consider reports on:

Finance

Pupil Progress

Human Resources

Safeguarding

The Board of Trustees will monitor:

The implementation and impact of the strategic plan

Local Governing Bodies will monitor:

The implementation and impact of their academy's 'School Development Plan'

The implementation and impact of their academy's budget