

Strategy overview 2019-2022



MOWBRAY
Education Trust

Our young people will have the character traits, knowledge and skills to make a positive impact on the world.

Access for all - social inclusion

Every young person - including our most vulnerable - should be able to achieve their fullest potential - unhindered by social expectation or belief. They should have the confidence; self belief and resilience to believe they can change their world.

Ambition for all - high aspiration

Every young person can access the highest quality teaching so that they can make rapid progress in all areas, giving them the knowledge and skills and qualifications to be successful.

Inspiration for all - outstanding curriculum

Our curriculum will inspire our young people to be curious about the world and inquisitive about words. Every young person deserves a curriculum offer that does not discriminate by social class.

Vision

Trust goals

Delivery Priorities

Principles

System Leadership - CS

- Develop understanding of vision, shape and capacity of MET at RSC; LA; regional levels
- Review local need and increase capacity to support other settings
- Maximise opportunities to support local TSAs
- Contribute to externally provided training programmes: TSAs; Knowledge Hub; Mastery
- Develop Melton as hub for National Professional Qualifications - through TELA
- Promote ITT/routes into teaching in Melton Mowbray
- Increase local and national reputation of trust through social media
- Develop reputation of ethical leadership

Develop highest quality recruitment and retention - MET as employer of choice - CS

- Heighten profile of trust wide approaches to workload and well being
- Review and strengthen approaches to workload - trust wide: 'don't do it if it doesn't have an impact on pupils'
- Establish workload challenge working party
- Raise profile of well being package
- Develop system wide opportunities for talented teachers - secondments; school to school support

Develop high quality leadership at all levels - DT

- Develop system wide opportunities for middle and senior leaders - SLEs; LLEs; ELEs
- Develop rigour in QA processes for MET - via TSAs?
- Run staffing reviews with Heads - to review efficiency and effectiveness of teaching
- Improve Governance by clarifying LGB role within MET
- Support LGB leaders to hold Headteachers to account
- Improve rigour and accountability in School Health Checks
- Transform headteacher team into MET Leadership group - focus on increased responsibility for running of trust and shared responsibility for all schools

Deliver increased cost effectiveness in every setting - CS

- Ensure every setting delivers a balanced budget
- Increase financial probity in decisions about spending
- Improve management of absence of staff in every setting
- Tackle underperformance promptly and effectively
- Future proof staffing budgets for 2020-21

Develop world class CPD programme - NT/AB

- Appoint Research leader to promote action research trust wide
- Write CPD programmes based on understanding of emerging school needs
- Contribute to and maximise all local TSA offers

Curriculum intent - establish the curriculum vision and prepare to implement in every setting - NT/AB/CS

- Work with all stakeholders to produce shared curriculum intent
- Work with all Headteachers to ensure curriculum intent is delivered in every school
- Produce curriculum framework - identifying how the intent will be delivered in every setting
- Appoint inspirational leaders to develop practice in key areas
- Produce MET calendar to support curriculum implementation

Curriculum implementation - ensure that curriculum intent is implemented fully and effectively in every setting - NT/AB

- Work with Headteachers to quality assure teaching and tackle under performance
- Provide training for teachers to improve subject knowledge
- Develop passion for knowledge in key curriculum areas
- Write ambitious age related expectations - shared by trust aligned with existing schemes of learning in schools
- Support schools to produce appropriate assessment models for curriculum/ mindful of workload

Curriculum impact - ensure that pupils make rapid progress across the whole curriculum - CS

- Set ambitious targets for all pupils in Dfe performance measures inc KS1/KS2 and KS4
- Appoint KS2 outcomes leader
- Develop MET Yr 6 team - deliver CPD; shared planning, moderation and intervention
- Increase capacity to boost Year 6 performance
- Develop mastery in lessons
- Analyse secondary performance data
- Support English and Maths Leads to deliver excellent outcomes in Secondary School
- Support school leadership to achieve record breaking progress

Curriculum impact: Data - develop accurate, time efficient and effective data tracking and intervention system - CH

- Review tracking and intervention calendar
- Write tracking and intervention calendar for 2019-20
- Run intervention meetings - Yr 6 team and Yr 11 team
- Review predictions with Trust Board and LGBs x 6 per year
- Evaluate accuracy and impact of predictions and tracking process

Develop English and Maths - NT/AB

- Develop English and Maths leadership teams across trust from EYFS- KS4
- Support secondaries to improve the effectiveness of Catch Up premium
- Work across settings to maximise progress in yrs 7-8
- Promote MET as a reading trust via appointment of Reading Champions in all settings
- Promote the Reading for Pleasure agenda through the library team
- Continue to promote and support a mastery curriculum across all key stages
- Share and promote current research and develop trust-wide projects to improve T and L and drive outcomes

Improve life chances for vulnerable pupils - PK

- Work with external bodies to improve provision for pupils at risk of exclusion - improve the quality and access to alternative provision in the area: both primary and secondary phase
- Develop trust wide SEND to provide additional MET support for pupils at risk of exclusion
- Build relationship with MBC to improve local support for vulnerable families
- Run transition summer programme
- Run holiday schemes/events to support families through summer
- Undertake a Pupil Premium review in every setting and provide best practice feedback to leadership teams
- Apply performance levy to baseline data on entry to secondary

Use research and develop CPD to continue to address the word gap - NT

- Run programme as part of CPD offer for all settings
- Share with Curriculum Leaders and implement strategies in all settings
- Work with all primary settings to review schemes of learning - to heighten vocabulary presence
- Introduce evidence-based projects in all settings

Improve attendance for WBD pupils - PK

- Develop effective and consistent best practice for attendance and punctuality mgt in every setting.
- Work with key families to promote good attendance in every setting
- Increase support for vulnerable families to get children to school
- Run setting wide incentive schemes for the many - to improve attendance

High expectations for every child

We are unapologetically ambitious for every child and young person, and will ensure there are no forgotten groups or areas

Financial sustainability

Financial sustainability for all our settings ensuring our finances are planned, reported on and challenged to ensure transparency, prudence and solvency - both for the Trust and for each of our member schools.

Integrity, transparency and trust

We are transparent in every aspect of our work, sharing and solving problems together because there is a climate of trust.

Moral Corporate Responsibility

We are only as good as our most vulnerable student in our most vulnerable school. We share responsibility for our community and work determinedly to ensure that no one is left behind.

Playing our part

We are determined to deliver for our community which includes all young people; staff and stakeholders within the trust. We are also responsible for contributing to the wider system

High Challenge

Every young person can access a challenging curriculum if the quality of teaching is ambitious and of high enough quality. Our curriculum should not discriminate by social class.