



# Children's Partnership Board

13<sup>th</sup> December 2017

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Nottingham Schools Trust

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# Aims

To represent, lead, challenge, support and work on behalf of Nottingham City Schools-to focus on allowing school leaders to play their part in realising the vision of collective moral purpose and a shared commitment to the achievement and success of all children in the Trust

## **We want our children to**

- be well prepared for the next stage in their lives and given every opportunity to fulfill their potential, particularly the most vulnerable
- be given ambitious targets and have their learning and progress effectively monitored
- be nurtured to become confident individuals, responsible citizens and successful lifelong learners
- be engaged, excited and motivated through a broad and balanced curriculum

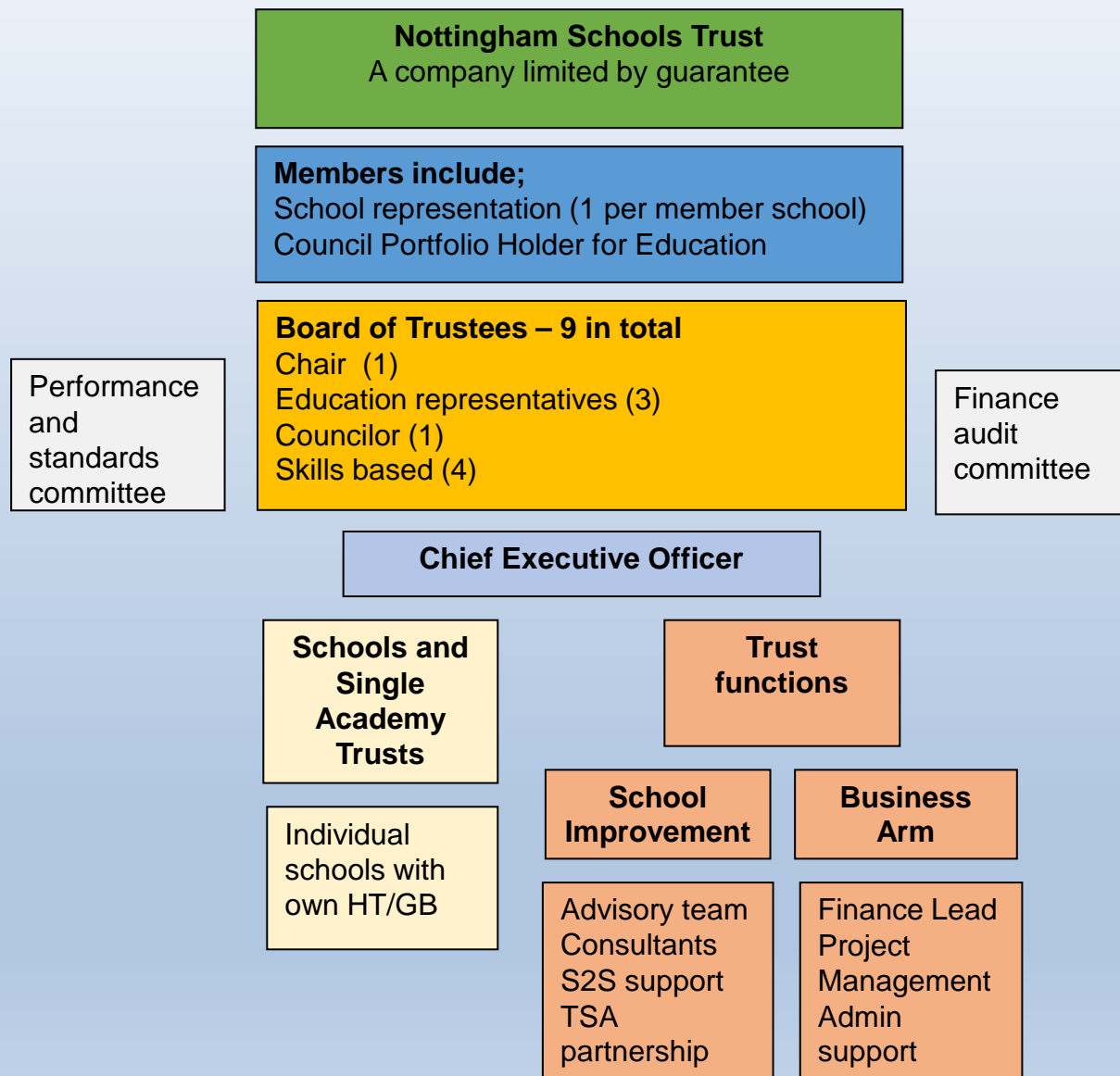
## **Our schools will:**

- retain maintained status and closely aligned to the Local Authority
- retain their individual characteristics
- be good or better and therefore avoid imposed intervention
- collaborate rather than compete
- exploit our strengths

## **Our Trust will:**

- be run by our schools for our schools
- create stability and avoid further fragmentation and segregation
- establish a cost effective, sustainable and future proof approach to education in Nottingham
- enable us to work together to make our schools stronger and more resilient
- protect and celebrate autonomy

# Governance structure of the Trust



# Core team structure

- CEO
- Project Manager
- Admin Support
- School Improvement Advisers (working to an agreed suite of documents include; The SIA Handbook / School Improvement Service / Schools Causing Concern)
- Skills Matrix

# Funding

NST takes its funding from two main sources;

1. Membership subscription

2. NCC grant funding;

- Intervention funding
- School Improvement Monitoring
- Quality Assurance

# Business structures

- Company Limited by guarantee – July 2017 / imminent application for charitable status
- Official Board of Trustees elected - October 2017
- Articles of Association published
- Governance arrangements published
- Finance; Insurance / banking and financial administration / VAT / Corporation Tax / asset register / risk register / finance support
- Website

# Key priorities for member schools

key priorities in our first year of activity;

1. **Safeguarding** (sustain and further develop the DSL / ADSL network / access to safeguarding consultancy support)
2. **School improvement** / quality assurance / challenge and intervention / support for **vulnerable schools**-respond to school based performance data
3. **School Governance** / advisory support / support for Head Teacher Appraisal
4. Common and **shared data** sets (to create consistent and informed benchmarking / discussions).
5. **Common policy sets**
6. **Business** function – to explore and secure potential efficiencies / bid for external funding / ensure financial solvency across member schools

# Key Performance Indicators

- All schools judged good or outstanding - currently 83% good or better / 24% outstanding / 17% RI / no inadequate / 3 successful Section 8 inspections since September. All inspection reports now signal the positive impact of NST intervention.
- Teaching, learning and assessment judged good or better
- Pupil outcomes exceed floor targets and are comparable with the best outcomes in similar schools.
- Schools will demonstrate good and outstanding leadership and management, including governance.
- Schools accurately self-evaluate and have a culture of continuous improvement and high aspiration.
- High-quality CPD for all staff which means our schools attract and retain the very best-we will where appropriate purchase refined and cost effective CPD from local providers.



# NST work Programme 2017-2018

Strand	Project focus	Details	Lead	Cost	Action/update	Dates/ update- Nov 2017
Literacy	Reading / SIF	Berridge Cantrell Dovecote Forest Fields Heathfield Hempshill Henry Whipple Seely	SF/RW	@£80000- SSIF grant funded	Lead advisor for Literacy secured. Audit reading practice Detailed analysis of teaching and leadership of reading Agree targets for improvement with each individual setting Cohort of RAST teachers developed to build skills and capacity for continual improvement CPD delivered Reading toolkit developed particularly for Y6-7 Transition TA development programme for interventions in reading.	Audit in progress. All schools engaged. Audit phase completed by Christmas. Programmes in place for EY, Reading specialist teachers Launch Event Nov 6 <sup>th</sup> Comprehensive training package designed. Dates circulated
	Build capacity- establish Reading AST across Trust schools		SF/ RW	£3850 (training and developmen t fee)	Locate lead adviser/ lead S2S advisory team- RAST team- SLE team-	RAST training for SSIF schools starts on 12/13 <sup>th</sup> Feb.
	Writing Moderation- criteria for expected and greater depth writing-	All NST schools LA/ NST moderator team/ NST Year 6 Teachers	JG	£3750- (including cover for moderators)	Develop writing activity toolkit with moderators across the NST- December 2017- 10 moderators for writing released. Writing Moderation workshop in January led by J Gill- promoting key activities for writing at expected and at greater depth- open to all Y6 teachers/ Literacy Leaders	13 <sup>th</sup> December 2017- Moderators session 26 <sup>th</sup> January Session for all Year 6 staff- Double tree

# Work Programme 2017-2018

## **Literacy**

SSIF Reading programme Reading Advanced Skills Teacher network, Writing Moderation training, English Subject Leader Network, Phonics Network

## **Maths**

Number Fluency programme, Maths Advanced Skills Teacher network, Maths Subject Leader Network

## **Assessment**

Central Moderation training, Rationalisation of data sets, ASP training

## **Safeguarding**

Evaluation of E safeguarding recording package, Whole school case level audit and ADSL toolkit roll out, PSHE network, DSL network

## **Leadership and Management**

OFSTED updates, New to Headship Induction, Governance Development, Foundation Subject Leader Networks, Model M&E/ SEF/SIP frameworks for schools, Standardised Policy set