



Nottingham City Children and Young People Scrutiny Committee

P A Fielding Joint CEO
Nottingham Schools Trust

patandsarah.fielding@nottingham-schools-trust.org.uk

Nottingham Schools Trust proposal

The role, function and organisation of resource within maintained Schools and Local Authorities has and is encountering change-we were asked as Director's of Education to explore structural solutions that did not necessarily lead to academisation, primarily for our remaining maintained schools.

What did our schools leaders want?

To establish a body that has the capacity to represent, lead, challenge, support and work on behalf of Nottingham City Schools-that focuses 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

Not a soft option - Key Performance Indicators

- All schools judged good or outstanding
- Teaching, learning and assessment judged good or better
- Pupil outcomes in our schools exceed floor targets and are comparable with the best outcomes in similar schools.
- Our schools will demonstrate good and outstanding leadership and management, including governance.
- Our schools will 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 are not proposing establishing a TSA function but will purchase appropriate, refined and cost effective CPD from local providers (where possible).
- All schools are financially solvent and submit three-year financial plans that are realistic and robust.

Key priorities for member schools

We clarified the key priorities in our first year of activity;

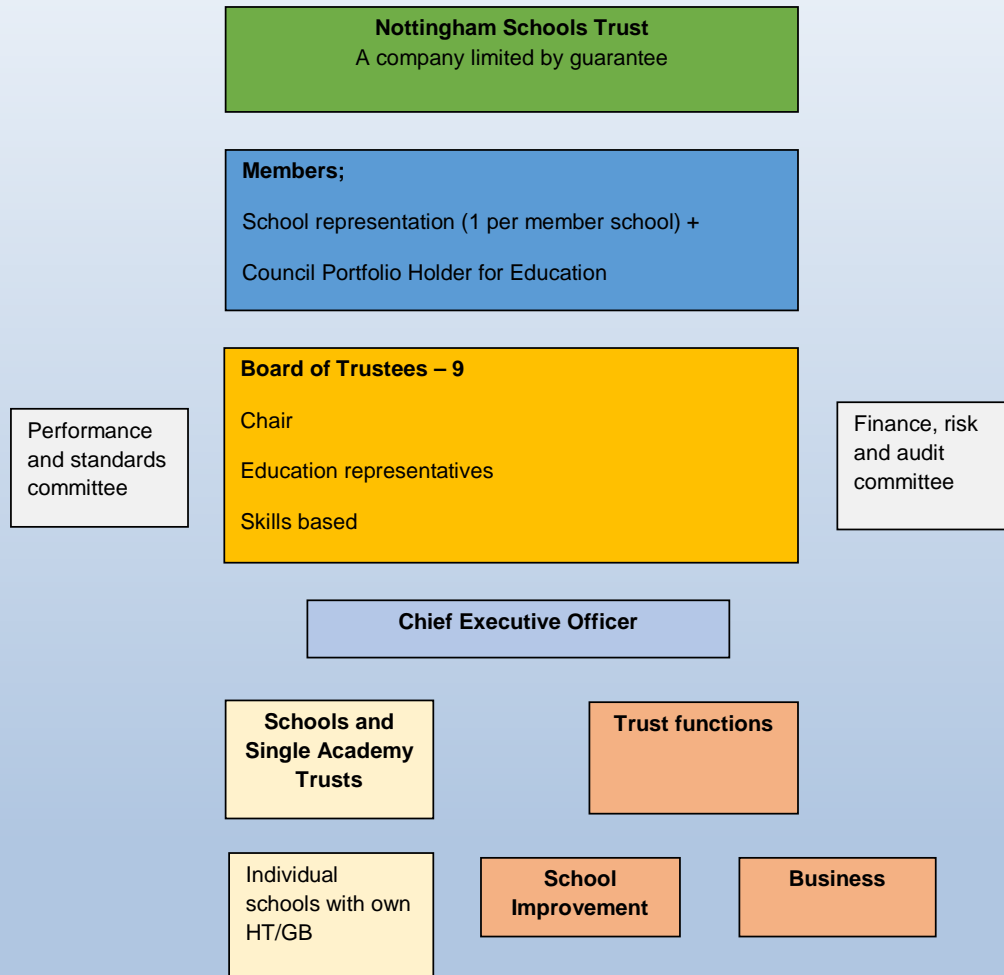
1. **Safeguarding** (sustain and further develop the DSL / ADSL network / access to safeguarding consultancy support)
2. **School improvement** / quality assurance / challenge and intervention '*with teeth*'
3. Support for **vulnerable schools** (above and beyond statutory)
4. School **Governance** / advisory support / support for Head Teacher Appraisal
5. **Succession Planning** / recruitment / retention / defined career pathway / coaching
6. Common and **shared data** sets (to create consistent and informed benchmarking / discussions).
7. **Common policy sets** – H and S, safeguarding, pupil premium, HR etc
8. **Business** function – to explore and secure potential efficiencies / bid for external funding / ensure financial solvency across member schools

What do members get for their money?

School Improvement:

- an enhanced school improvement advisory, challenge and support service
- risk assessment, analysis and intervention
- teaching and learning consultancy support
- subject Leader networks e.g assessment / moderation.
- clear agreed policy sets
- CPD
- school to school support

Governance structure of the Trust



The Trust, by design;

- Provides a structure that enables school leaders to remain firmly connected with the Council and its priorities-enabling a systematic, school to school network of challenge and support
- Enables the council to retain many of its assets and influence
- Helps meet the Council pledge for 'all children to attend a good or outstanding school'
- Manages the transition for maintained schools and the LA from the old to the new ways of working
- Delivers a sustainable vehicle for school improvement – school to school support
- Actively supports the Council deliver its statutory functions relating to children
- Protects and prioritises the school improvement agenda-ensuring school improvement is responding not only to the underperforming school agenda but actively challenging all schools to improve and/or sustain provision
- Secures a sustainable financial future – creating efficiencies through joint purchasing allows us to put money back into the classroom
- Is committed to centralised policies that support the Council's strategic aims

NST Work Programme overview

Strand	Project focus	Details	Lead	Cost	Action/Update	Date/ update- June 2018
Literacy	Reading / SSIF	Berridge Cantrell Dovecote Forest Fields Heathfield Hemphill Henry Whipple Seely	SS/RW	£1620000- 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	Launch Event Nov 0 th Audit complete. Programmes complete including Early Years communication, Primary Reading Specialist Programme, Early Reading, Switch on for reading and writing, Inference training and a Phonics Network. Schools not attending training substituted by other non- project schools. All schools engaged. Action plans now in place for all schools. Most sessions are attended by project schools but additional places have been allocated to Haydn, Snapewood, Mellers and Rise Park (EY communication, Early Reading, Switch On and Inference)
	Build capacity- establish Reading AST across Trust schools	As above plus Southglade and Melbury	SS/ RW	£3850 (training and development fee)	Locate lead adviser/ lead S2S advisory team- RAST team- SLE team-	RAST training for SSIF schools starts on 12/13 th Feb/ 13 th March 2018. 9 project schools are participating with the spare allocated places going to Melbury and Southglade. The residential and the 2 nd sessions have been held with excellent feedback. Initial CPD survey undertaken by participants.
	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 th December 2017- Moderators session 20 th January Session for all Year 6 staff- Double Tree.
	English Subject Leader networks	All NST schools Cantrell Fernwood	Jane Gill/ Jason Wade	£8460	Termly Subject Leader network run with external consultant and the LA Team	Provided by the Primary Team and funded by NST for all NST schools. 21.11.17/ 13.3.18/ 26.6.18/ 6.11.18

- School Improvement
- Moderation
- Policy rationalisation-Self Evaluation / School Improvement / Data analyses
- SSIF bids
- Subject networks
- Safeguarding
- Data Protection
- Head Teacher Induction
- Efficiencies

NST website

www.nottinghamschoolstrust.org.uk



NAHT Leadership Magazine April 2018

<https://www.naht.org.uk/news-and-opinion/news/leadership-news/leadership-focus-april-2018/>

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