

Multi Academy Trust Information Evening



Steve



Julie



Richard



Chris



Gemma



Emma



Amanda



Helen

A warm welcome from the Red Kite Learning Trust team



Agenda

Networking and refreshments 5.30pm

Multi Academy Trust Information Sharing

Introduction and welcome from a Red Kite Learning Trust Headteacher

Why join a MAT? Gemma Quarmby, Headteacher, Whitkirk Primary School

Questions to ask? Chris Tulley, Chair of Trustees, Red Kite Learning Trust

Practicalities Legal/Finance/HR Steve Howell, CFO and Julie Wellacott
Director of HR

Red Kite Learning Trust Richard Sheriff, CEO

Questions and discussion

Informal networking



Gemma Quarmby

Headteacher at Whitkirk Primary School



Significant staff turnover

No Pastoral Team

SEND practices were ineffective

Excessive supply

Parental complaints

Module summary from most to least positive

Positive responses	Against benchmark	
83%	-7%	Safety
67%	0%	Staff support and relationships
40%	-19%	Student behaviour
32%	-31%	School leadership: Fairness and respect
31%	-7%	Workload
25%	-27%	Working arrangements and career opportunities
24%	-26%	Professional support
23%	-46%	General job satisfaction
14%	-25%	School leadership: Openness and engagement

Pupil numbers (two form entry school) – 35 places secured for Reception in September 2019.

- The rate of total suspensions was in the highest 20% in 2019/20.
- The rate of repeat suspensions was in the highest 20% in 2019/20.

Reading – 2019 IDSR:

- KS2 progress in reading was significantly below national (-2.7) and in the lowest 20% of all schools.
- KS2 attainment of the EXS was significantly below national (50%) and in the lowest 20% of all schools.
- The key stage 2 three-year average reading attainment score was in the lowest 20% of all schools in 2019.
- Key stage 1 attainment of the expected standard in reading (60%) was significantly below national and in the lowest 20% of all schools in 2019.



1. Invest in our people and our community

Our vision: To be the best that we can be.

Our Trust Goals



We champion learning

Learning together creatively with a rich and broad curriculum, where great teaching and confident reading are fundamental to enriching children's lives.



We promote wellbeing

Ensuring the wellbeing of every child and member of staff in our Trust.



We invest in our people

Supporting every member of staff throughout their career to be the best that they can be.



We innovate with technology

Enabling all learners to harness technology, ensuring all have access at home, and innovating with technology for learning.



We are our Trust

Growing together collaboratively we will strengthen our Trust for the benefit of our children, our staff, our communities and our environment.





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Reception toilets!



Fellowship and support

- Richard, Amanda and the Core team
- Executive Leaders
- Executive Headteacher meetings – a network of colleagues
- HR
- Finance
- Estates
- IT
- Director of EYFS, Curriculum Lead, Safeguarding Lead
- ITT and ECT
- Alliance – DHT networks, subject leader networks
- Cluster
- Website

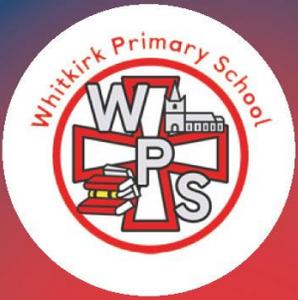
...the list is endless!



January 2022:

- No Deputy Headteacher
- Only one DSL in school (me!)
- Learning Mentor secured a job closer to home
- Assistant Headteacher- SENCO – maternity leave
- Business and Operations Manager – maternity leave
- Four ECTs





Focus on key objectives



Our 3D Curriculum

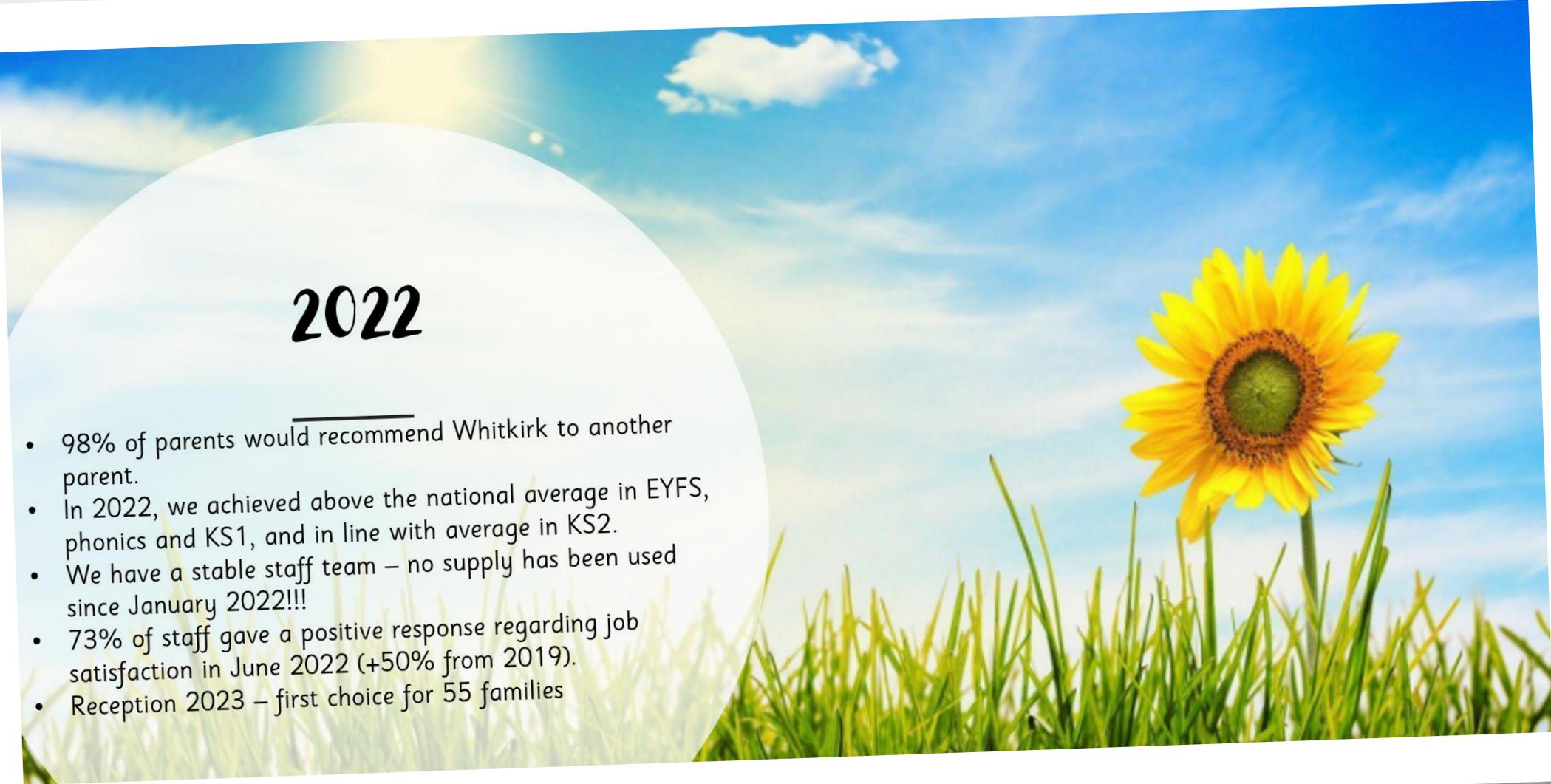
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Leading Subject	We are Geographers	We are Historians	We are Geographers	We are Historians	We are Geographers	We are Historians
91	<p>What makes me, me?</p> <p>What is it like to live in Leeds?</p> <p>How are our legs different to our grandparents?</p> <p>How does London compare to Leeds?</p> <p>Why did the Great Fire of London happen?</p> <p>Can animals live in extreme climates?</p> <p>What was life like in Temple Newsam House?</p>	<p>How do we celebrate?</p> <p>How are our legs different to our grandparents?</p> <p>How does London compare to Leeds?</p> <p>Why did the Great Fire of London happen?</p> <p>Can animals live in extreme climates?</p> <p>What was life like in Temple Newsam House?</p>	<p>Who helps us?</p> <p>How does London compare to Leeds?</p> <p>Why did the Great Fire of London happen?</p> <p>Can animals live in extreme climates?</p> <p>What was life like in Temple Newsam House?</p>	<p>Was it a happy ever after?</p> <p>Why did the Great Fire of London happen?</p> <p>Can animals live in extreme climates?</p> <p>What was life like in Temple Newsam House?</p>	<p>What is lurking in the garden?</p> <p>Why did the Great Fire of London happen?</p> <p>Can animals live in extreme climates?</p> <p>What was life like in Temple Newsam House?</p>	<p>Where can we travel?</p> <p>Why did the Great Fire of London happen?</p> <p>Can animals live in extreme climates?</p> <p>What was life like in Temple Newsam House?</p>
92	<p>What makes our local area special?</p> <p>Should I have had fun growing up in Victorian Leeds?</p> <p>What will we discover in a Roman wilderness?</p> <p>What can we learn from Mary Anning?</p> <p>What makes Yorkshire special?</p>	<p>How do we celebrate?</p> <p>How are our legs different to our grandparents?</p> <p>How does London compare to Leeds?</p> <p>Why did the Great Fire of London happen?</p> <p>Can animals live in extreme climates?</p> <p>What was life like in Temple Newsam House?</p>	<p>Who helps us?</p> <p>How does London compare to Leeds?</p> <p>Why did the Great Fire of London happen?</p> <p>Can animals live in extreme climates?</p> <p>What was life like in Temple Newsam House?</p>	<p>Was it a happy ever after?</p> <p>Why did the Great Fire of London happen?</p> <p>Can animals live in extreme climates?</p> <p>What was life like in Temple Newsam House?</p>	<p>What is lurking in the garden?</p> <p>Why did the Great Fire of London happen?</p> <p>Can animals live in extreme climates?</p> <p>What was life like in Temple Newsam House?</p>	<p>Where can we travel?</p> <p>Why did the Great Fire of London happen?</p> <p>Can animals live in extreme climates?</p> <p>What was life like in Temple Newsam House?</p>



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2022

- 98% of parents would recommend Whitkirk to another parent.
- In 2022, we achieved above the national average in EYFS, phonics and KS1, and in line with average in KS2.
- We have a stable staff team – no supply has been used since January 2022!!!
- 73% of staff gave a positive response regarding job satisfaction in June 2022 (+50% from 2019).
- Reception 2023 – first choice for 55 families



Why join a MAT?

- Fellowship and support at multiple levels
- Helps the school to focus on key objectives – sharp focus on school improvement with colleagues who know you and your school well.
- Strength with the knowledge of colleagues from across the Trust – those in other schools but also through centralised services (HR, finance, estates procurement etc.)
- Opportunities for staff development and career progression
- Solid governance at the heart of the Trust and at school level
- Financial security – we're in it together.

Our Trust Values



Collaboration

We pull together to deliver the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements - personal and collective.



Integrity

We put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice.



Respect

We champion equity, equality and diversity. We treat our children, families, staff and partners with respect and kindness – modelling our values and wanting the very best for each other.

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Growing together collaboratively we will strengthen our Trust for the benefit of our children, our staff, our communities and our environment.

To miss

each m. by.

Thank you

* for.

making

a

school

Love.

Our Trust Mission

Nurturing ambition, delivering excellence and enriching children's lives.



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From our Scheme of Delegation:

Although LGBs are focused on 'their' Academy they must also recognise and engage with the wider work of our Trust and help share our commitment to support all our 8,500 children, not just those they see in their own setting. Collaboration is encouraged and supported at all levels across our Trust, including at governance level. "We are our Trust".





Scheme of Governance and Delegation

EFFECTIVE DATE: 1ST AUGUST 2015

DATE OF RENEWAL: JULY 2022



Effective Local Governance

Our Scheme of Governance (SoD) relies on LGB's being close to individual schools and their communities to ensure that we are together delivering on our mission for young people. The focus for Local Governing Bodies (LGB's) is the quality of education delivered by the school for the young people it serves. The Ofsted Education Inspection Framework provides an extremely useful set of criteria by which to measure whether a school is performing at a high level in the key areas that make a difference to young people.

- Quality of Education
- Personal Development
- Behaviour and Attitudes
- Leadership and Management

There is also an overall effectiveness judgement as well as separate criteria for early years and foundation stage and sixth forms. For LGB's a simple way of ensuring that there is appropriate focus for meetings is to consider your role in terms of "The four C's":

1. Curriculum
2. Culture
3. Children
4. Community

GOVERNANCE OF THE TRUST

Members

Provide challenge to and scrutiny of the Trustees in relation to the governance and operation of the Trust.
3-5 Members to meet 3 times per year plus AGM

Audit Committee

To meet at least three times per year

Trust

9-11 Trustees

The CEO shall be responsible to the Trust for the discharge of executive functions but is not a Trustee. A skills-based board of Trustees who will have a range of expertise in schools, Finance, Buildings / Services, Legal, and HR. But Trustees also form a key link

Meet 6 times a year including AGM and Strategic Conference

Finance and Resources Committee

Meet 5 times per year

Quality of Education Committee

Meet 5 times per year

Education Board

An advisory body consisting of Chairs or Vice Chairs of the Local Governing Bodies of each of the schools in our Trust. The Board is chaired by the Chair of Trustees (or Vice Chair in his absence). Members and other Trustees are able to attend when they wish to do so.

Meeting termly.

Executive Group

Although not formally part of the governance structure of the Trust, this group reports to the Trustees and plays a vital role in the day-to-day running and organisation of the Trust.

Headteachers/Principals from the academies operated by the Trust. Chief Executive Officer (CEO) and Chief Financial Officer (CFO)

Meeting monthly.

Local Governing Body

9 – 11 members

Local Governing Body

9 – 11 members

Local Governing Body

9 – 11 members



Local Governing Bodies are focused on the Quality of Education within their schools and provide support and challenge for school leaders. LGB's also ensure that parents, staff and the wider community have a voice within the school and within our Trust.

The process of joining a MAT

Getting to know each other
A closer look – “due diligence” and consultation
Reaching a decision
The legal process
Formally joining a new entity



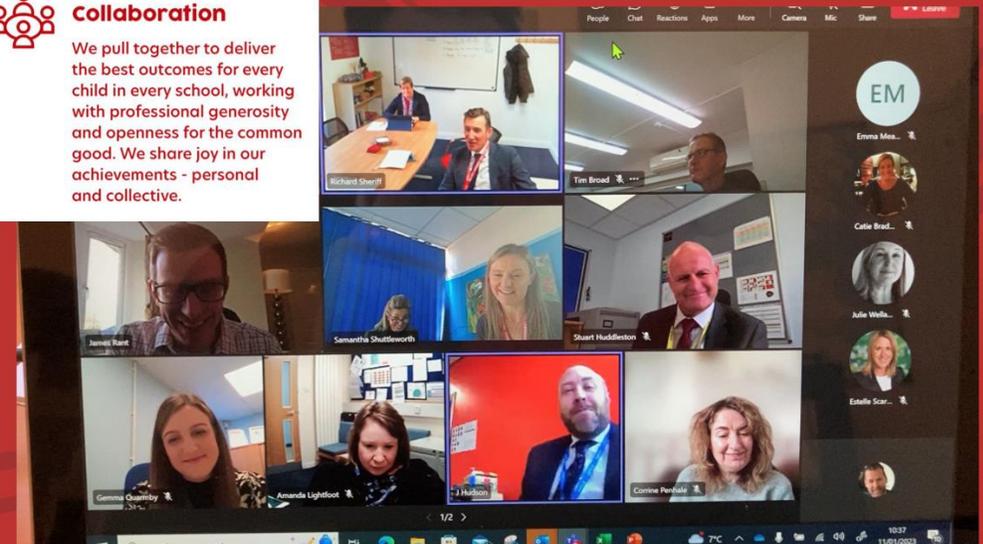
Implications for joining a MAT

Sharing resources
Who does what? – Central services
Working together
Joined up strategies – Estates – IT
Governance and compliance



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What it means for Staff

- Supporting change
- TUPE legislation
- Union consultation
 - supported by HR Teams
- Communication & information
- **Care**
- Realisation – what is familiar – what is new (& good)



MATs come in all different sizes and flavours

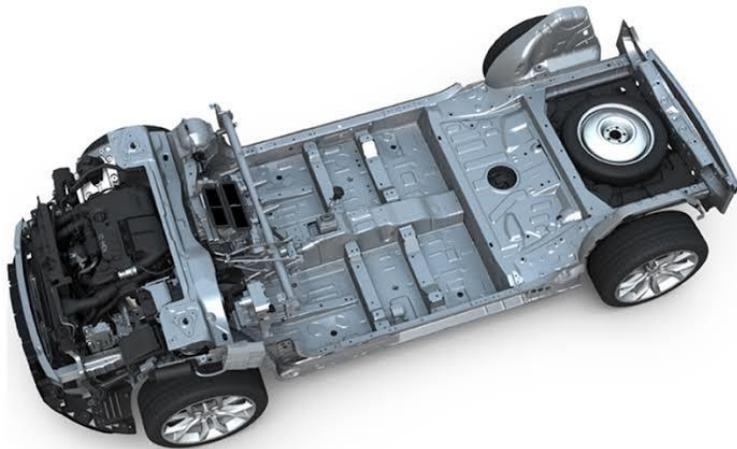


- Culture
- Values
- Maturity
- Control
- Scale
- Scope
- Location

“How can we help you to make your school brilliant?”



Spot the difference



- Shared platform, different appearance different feel
- Both are reliable, efficient, affordable and high quality
- But they look, feel and drive differently

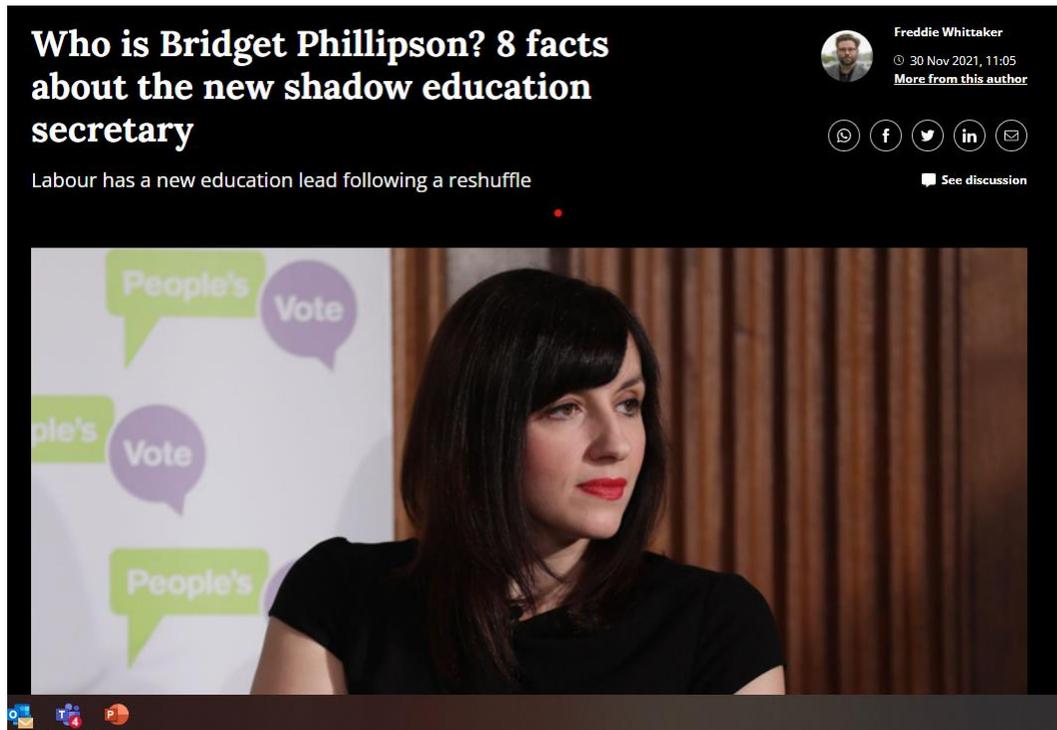
White Paper Objectives

- ❑ A fully trust led system with a single regulatory approach, which will drive up standards through the growth of strong trusts and the establishment of new ones, including trusts established by local authorities.
- ❑ A clear role for every part of the school system, with local authorities empowered to champion the interests of children and a new collaborative standard requiring trusts to work constructively with all other partners.
- ❑ Education Investment Areas to increase funding and support to areas in most need, plus extra funding in priority areas facing the most entrenched challenges.

**Opportunity for all:
strong schools with great
teachers for your child**



But what if.....



Phillipson has regularly spoken about poor school outcomes in her area. In March 2020, she raised “issues with poor outcomes for young people” at secondary level in the north east during a Commons debate. A year earlier she urged ministers to “get to grips” with “deep-seating problems” in the region.

She has also argued for greater certainty for school budgets. In June, she urged the government not to wait for the spending review to allocate more catch-up funding, and said that schools needed to be able to make decisions “over not just a few months, but many years”. She added that “long-term outcomes are better delivered when they can be planned on a longer-term basis—more than one financial year at a time”.

Accountability



You are not alone, we stand together

Our Trust



Our future





Our

8,500

Children