

SUCCESS ACADEMY TRUST PROSPECTUS



successat.org.uk

BUILDING
LEADERSHIP AND
CHARACTER
TOGETHER

WELCOME TO OUR TRUST



WELCOME TO OUR TRUST

Success Academy Trust is a multi-academy trust providing learning for children and young people aged from preschool to sixteen. We focus on improving school performance, while building leadership and character together.

We are passionate about the power of leadership and character development to maximise life chances, to build wellbeing and confidence, and to equip our young people, whatever their background, ability, interest or need, to make a positive difference in their local community and beyond.

We believe that, alongside great academic results, this focus ensures that our children will grow to shape the world around them, to make it a fairer, kinder and better place to live in.

We believe that our focus on Building Leadership and Character together for both children and adults makes us a special place to work and to learn.

Mandi Collins – Trust Leader

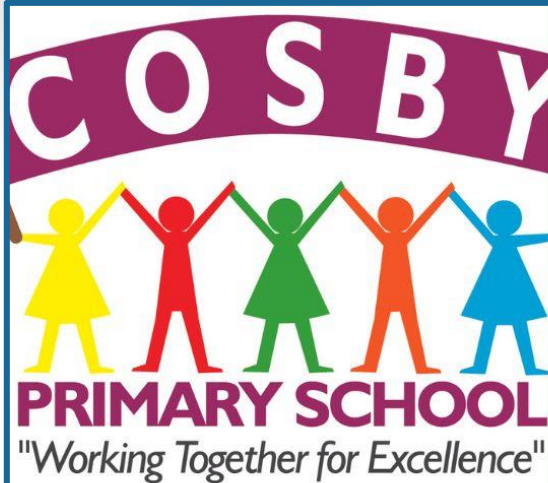
Mandi Collins



SUCCESS ACADEMY TRUST SCHOOLS



SUCCESS ACADEMY TRUST SCHOOLS



Richmond Primary
School



SUCCESS  AT

THOMAS
ESTLEY
COMMUNITY
COLLEGE

Community of courage and commitment to suc

OUR VISION – Building Leadership & Character

BUILDING LEADERSHIP



We believe that our children should develop as young leaders through an embedded leadership curriculum and a wealth of personalised leadership opportunities.

We believe that our adults in our schools should grow and flourish through a clear career path, talent management and leadership training.

We believe that our heads, school leaders and governors should benefit from challenge and support to be the best leaders that they can be, so that our children are successful.

We believe that each of our Trust schools should grow its own unique ethos, character and identity, within its local context and community.

We believe that developing strong character values transforms young lives into adult success.

We believe that our schools should bring community into the school and school into the community.

BUILDING CHARACTER



OUR VISION – Building Leadership & Character

SUPPORTING WELLBEING



We believe that the wellbeing and safeguarding of our children and adults is at the heart of all we do.

We believe that our strong central operational and financial support releases school leaders to focus on ensuring our children are successful.

We believe we are a Trust family who work together to provide support, advice, collaboration and comfort.

BUILDING
LEADERSHIP AND
CHARACTER
TOGETHER

We believe that our continually improving performance and outcomes arise from our embedded #SuccessTogether staff collaboration and quality assurance programmes.

We believe that our children flourish and grow through our collaborative #SuccessTogether Trust enrichment and leadership opportunities.

We believe that we grow successful teachers, leaders and support staff through our Achieve with TELA SCITT, our TELA learning alliance CPD and our #SuccessTogether partnership groups.

COLLABORATING FOR SUCCESS



ADDING VALUE TO OUR SCHOOLS & COMMUNITIES

SUPPORTING OUR WELLBEING

Mental Health Champions @



- Trauma informed pupil provision and policies
- Success SEND expertise and networks
- Pupil Attendance Officer for all Trust schools
- Pupil transition Support and cross-phase outreach programmes to support pupil wellbeing
- Leadership Coaching for headteachers and heads of school
- Head Support and Advice service through Trust Leader
- Staff Wellbeing Charter commitment, including Trust surveys, SAS mental and physical health wellbeing package, leisure centre discounts, wellbeing support and events for staff
- Safeguarding support and advice
- Centralised Policies
- Day to day system guidance, support and assurance
- Marketing Support for schools
- #SuccessTogether staff partnership groups

- Success competitions & festivals for pupils and families
- Success Inter-Trust Sports/School Projects/ pupil ambassadors etc
- Membership of our Success AT's TELA learning alliance to support teachers, support staff and leaders at all levels
- Success assessment and moderation framework
- Ofsted preparation and support
- Success curriculum and pedagogy improvement support
- Success quality assurance deep dive/ peer challenge programmes supported by experienced Trust leads
- #SuccessTogether and TELA subject improvement groups
- Our own TELA Steps to Success pedagogy improvement programme (DfE accredited)

COLLABORATING FOR SUCCESS



- Reassurance and support around risk, efficiencies and site improvements.
- Supported curriculum led budget planning
- Cloud-based finance includes centralised payments, reconciliation and audits.
- Efficiencies of scale through joint procurement e.g., energy and IT/Broadband/VOIP.
- Support for HR, Payroll, Estates, Marketing, H&S, GDPR, IT/Cyber, statutory returns
- Developing centralisation of IT onsite and remote support.
- Business and Continuity Planning support

SUPPORTING FINANCE & OPERATIONS



ADDING VALUE TO OUR SCHOOLS & COMMUNITIES

BUILDING PUPIL LEADERSHIP



- Embedded leadership curriculum for all children and young people
- Pupil Leadership passports to celebrate and map progress against leadership goals
- A wealth of leadership opportunities for all children and young people, including cross school and Trust leadership opportunities
- Leadership celebrations and awards
- SSAT national pupil leadership accreditation

Each of our Trust schools has its own personalised character development programme tailored to its own community, school context and needs, supported and celebrated together as a Trust family- find out more on each school's individual website. This allows the individual character of our schools to flourish without imposing central uniformity.

BUILDING CHARACTER



BUILDING ADULT LEADERSHIP



- Success AT Career plan entitlement for all teaching and support staff
- Success AT Talent Management Pathways, staff leadership pathways and phase and stage training entitlements including all national professional qualifications (NPQs) and TELA programmes
- Governance training, networking and support for local governing committees and trustees.
- Increasing leadership capacity through central team support
- Embedding change leadership frameworks together for success
- #SuccessTogether partnership groups for teaching, support and leadership staff at all levels

ADDING VALUE TO OUR SCHOOLS & COMMUNITIES



GOVERNANCE AND LEADERSHIP

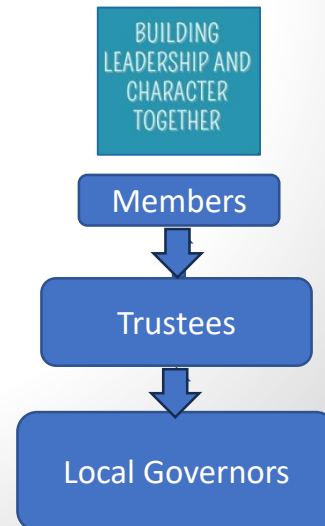
Members are the guardians of governance and the ethos of the Trust. They appoint the Trust Board.

The Board of Trustees is accountable for the leadership and management of the Trust. Trustees delegate responsibility for aspects of governance to Local Governing Committees in each academy through a Scheme of Delegation.

Local governors work on behalf of the Trust and its schools and have delegated responsibility for ensuring that each academy achieves good outcomes for all pupils and is compliant with statutory requirements and Trust policies and procedures.



A framework for governance in Success AT is outlined in the **Governance Arrangements** (please scan the QR code)



GOVERNANCE AND LEADERSHIP

MEET *our* MEMBERS



Bruce Perrett



Christine Freeman



Tim Moralee



Gary Place



Stuart Wright

MEET OUR TRUSTEES



MELVYN BOOLEY - CHAIR OF TRUSTEES

Melvyn has been Managing Director of a cleaning company for over thirty years and is responsible for the employment of over 200 staff. During this time, he has developed skills that range from business development, health & safety, human resources and finance. In addition, Melvyn has also developed a property management and development concern along with associated skills.



MANDI COLLINS - TRUST LEADER & ACCOUNTING OFFICER

Mandi has worked in education for over thirty years and in school improvement since 2004 within both secondary and primary phases. As a system leader, she currently provides school improvement support and carries out reviews on behalf of the DfE and the local authority, as well as our Trust, Mandi oversees our TELA learning alliance and provides leadership training locally and nationally up to executive leader level.

MEET OUR TRUSTEES



SAMUEL BURTON - VICE CHAIR AND GOVERNANCE SPECIALIST

Samuel has worked in the Insurance Industry for over 20 years. ACII qualified, he started his career as an Underwriter before moving into Loss Prevention & Risk Management. Having worked for the same large rural based insurance company for most of his career, Samuel later moved into the IT department as a Relationship Manager before being promoted into the role of Head of IT Demand Planning. In this role Samuel leads a number of teams focused on strategic workforce planning, resourcing, portfolio management and financial management, as well as overseeing early career programmes.

Outside of his professional experience, Samuel was Chair of Governors at Cosby Primary School for 8 years and has a wealth of experience in Primary School governance



SALLY ALLEN - CHAIR OF FINANCE, AUDIT & RISKS

Sally has extensive experience in finance and school business management and has gained over 29 years, including roles as Trust Director of Finance at a local trust, and primary school business manager.

She also co-leads the TELA School Business Managers network and is a specialist leader of education in school business management.

MEET OUR TRUSTEES



ANNE-MARIE BLEWITT – CHAIR OF CURRICULUM, PERFORMANCE AND STANDARDS COMMITTEE/ SECONDARY EDUCATION SPECIALIST

Anne-Marie has worked in education for 40 years, including as secondary headteacher and Executive Headteacher within Leicestershire. She now works as an Educational Leadership Consultant and Performance Coach, delivering educational leadership training locally, nationally and internationally for several organisations.



PHILIP TRAPPS - FINANCE AND BUSINESS SPECIALIST

Having qualified as a Quantity Surveyor, and progressing into Project Management some 25 years ago, Philip has unique depth of knowledge in the financial, contractual and risk management sectors, whilst also having the ability to identify areas of value and opportunity



GRAEME DRYDEN – ESTATES AND COMPLIANCE SPECIALIST

Graeme is an experienced building services engineer, who also supports the government through policy advice and legislation, to enhance building safety standards. He has also helped to develop apprenticeships in England and Wales, within the trade. As a former governor at Thomas Estley Community College, he has experience of local school governance, providing secondary-aged young people with educational opportunities and support.

MEET OUR TRUSTEES



HEATHER KITTO – HR SPECIALIST

Heather has worked in a senior leadership role within HR for 25 years, CIPD qualified and a member of the REC. Her career spans all aspects of recruitment and latterly HR leadership, with the last 10 years spent defining strategies and leading people to deliver for customers of large Financial Services businesses. Heather’s role in HR has incorporated both organisational and external market factors to ensure the business is able to compete in a complex and volatile employment market. Heather started her career in hospitality, which is where her passion for people and development began, from this heather has built and developed high performing teams who work closely with business leaders to support the achievement of financial targets and strategic objectives. Heather believes that education is an enabler, but also that we need to invest our children’s future to prepare them for their careers ahead with a focus on non-academic achievement including building character and developing leadership.



KERRY MANNION - PRIMARY EDUCATION SPECIALIST

I have worked in primary schools since 1983 as a teacher, a senior leader and a Headteacher. I have worked in a wide range of schools including areas of high deprivation and very diverse ethnic backgrounds. My final Headship was at The Pastures primary in Narborough where we were judged as outstanding in 2011 and following this, I became first a Local Leader and then a National Leader of Education. I was committed to outreach and support for children in all schools and in this capacity joined TELA, worked closely with Leicester University in Initial Teacher Training, and represented schools on a number of boards and organisations including the Leicester Maths Hub. After retirement in 2019 I set up a consultancy business and, in this capacity, worked as a School Improvement Partner for Leicester City and Leicestershire. In 2022 I became a coach for Best Practice working as a Leadership Performance Coach on their NPQ programmes.

SUCCESS ACADEMY'S GOVERNANCE STRUCTURE

Members

Safeguard the vision & ethos of the Trust, appoint trustees, attend the AGMs and sign off annual report and accounts

Bruce Perrett

Tim Moralee

Christine Freeman

Stuart Wright

Gary Place

Trustees

Directors, accountable for the leadership & management of the Trust

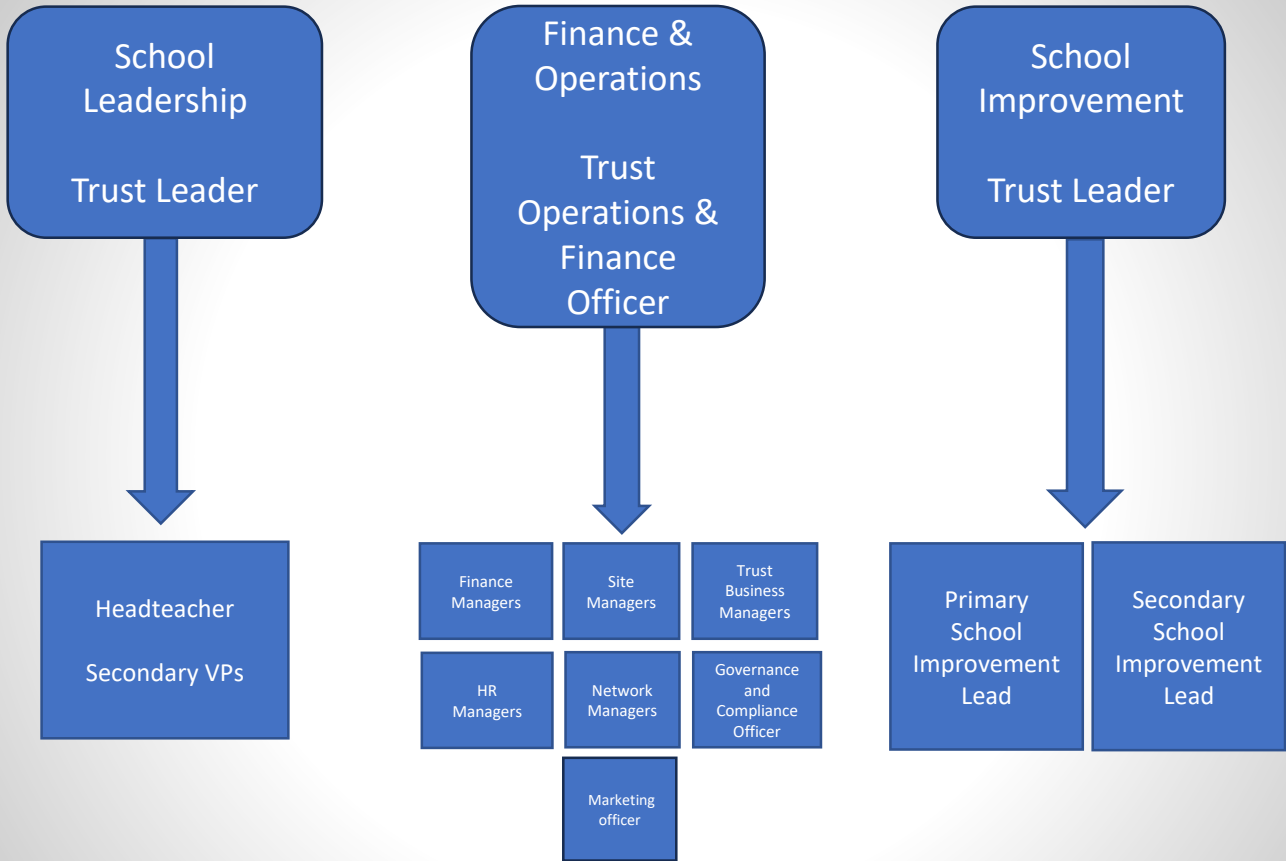
Melvyn Booley	Samuel Burton	Sally Allen	Anne-Marie Blewitt	Philip Trapps	Graeme Dryden	Kerry Mannion	Heather Kitto	Mandi Collins
Chair of Trust Business Specialist	Vice Chair & Governance Specialist	Chair of Finance, Audit & Risk Committee	Chair of Curriculum, Committee Secondary Education Specialist	Finance & Business Specialist	Estates & Compliance Specialist	Primary Education Specialist	HR & Recruitment Specialist	Trust Leader Executive post

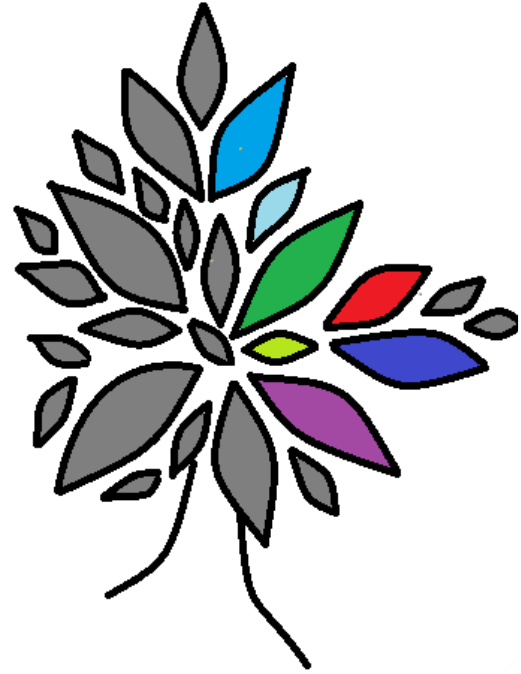
Success AT Local Governing Committees

Success AT Strategic Leadership Team

Cosby Primary	Hallbrook Primary	Richmond Primary	Thomas Estley	Tim Burton	Emma Clark	Lorna Townsend	Mandi Collins	Ann-Marie Willett	Becky Lawrence	Maxine Young
Karen Carpenter	Karen Bates	Pete Mattock & Clara Smith	Veronica Rye	Head teacher	Head teacher	Head teacher	Trust Leader & Principal	Trust Operations & Finance Officer	Primary School Improvement Lead	Secondary School Improvement Lead
Chair	Chair	Chairs	Chair							

SUCCESS ACADEMY'S EXECUTIVE STRUCTURE





SUCCESS
ACADEMY
TRUST

SUCCESS ACADEMY'S CENTRAL SERVICES TEAM



Trust Primary School Improvement Lead

Becky Lawrence

Becky has worked for the Trust since April 2022. Before this she worked as an Assistant Head Teacher at Richmond Primary School. Becky provides school improvement support across the schools in the Trust as well as conducting quality assurance through our Deep Dive process and Peer Reviews. Her specialism is Mathematics and Data Analysis although she works across all areas. She is also on the local authority standing list and regularly supports other primary schools.



Trust Secondary School Improvement Lead

Maxine Young

Maxine has worked for the Trust since its formation. She is also one of the serving Vice Principals at the Trust secondary school and she runs the Leicestershire satellite branch of the Leicester and Leicestershire Secondary SCITT. Maxine provides school improvement support across the Trust secondary school as well as conducting quality assurance through our Deep Dive process and also supports Trust primary schools and other learning alliance secondaries at times.



Trust Attendance Officer

Natalie Johnston

Natalie advises the Trust schools on strategies to promote the regular and punctual attendance of all pupils and assist with the implementation of agreed strategies. Natalie updates school records, analyses attendance data and provides reports to senior managers and other educational professionals.



Trust Marketing Officer & TELA CPD Administrator

Joanna Ravenhill

Jo has worked for the Trust since 2013. She provides marketing, PR and social media support for the Trust, producing promotional and branding materials. Jo is also responsible for creating our Trust press releases and newsletters. Jo also provides CPD support and administration for our learning alliance – TELA.



Trust Governance & Compliance Officer and Clerking Team

Amanda Paul

Amanda joined the Trust in September 2023 and was previously a governor at Cosby Primary School. She has worked with in Higher Education all of her career, including Assistant Registrar and Data Protection Officer roles. Amanda provides governance and compliance guidance and support across the Trust.

SUCCESS ACADEMY'S CENTRAL SERVICES TEAM



Trust Operations & Finance Officer

Ann-Marie Willett

Ann-Marie has worked as a School Business Manager for over 25 years. Since 2016 she has worked as the Trust's Operations and Finance Officer (CFO) working to develop the Trust's central finance and operations team. She is also a Trustee of another local multi academy trust.



Trust Finance Manager

Sharon Ball

Sharon has many years of experience as a Finance Manager and has managed the financial aspects of the business at the secondary school for several years, also overseeing Central Services Finance under the TOFO.



Trust Business Manager and Site Compliance Specialist

Phil Burton

Phil is a Business Manager for Success Academy Trust and has over 20 years of experience in Business & Operations across the Retail & Education sectors. Phil is a member of the Chartered Institute CIPD, IOSH, ILM and ISBL and is also a trained clerk. At Success Academy Trust, Phil is responsible for two of our Primary schools in all things operational along with a lead role in supporting the Trust in Health and Safety operations.



Trust Business Manager and HR Specialist

Lorraine McKee

Lorraine is a Business Manager for Success Academy Trust and has many years of experience in Business & Operations as well as HR in education. At Success Academy Trust, Lorraine is responsible for our largest Primary school in all things operational along with a lead role in supporting the Trust in Human Resources.



Trust Business Manager and Finance Specialist

Richard Wheller

Richard is a Business Manager for Success Academy Trust and has been working in education for his whole career with experience in Finance & Operational roles in both early years and secondary education. Richard is responsible for Thomas Estley Community College in all things operational along with supporting the Trust with Finance.

PUPIL LEADERSHIP PROGRAMMES

Trust pupil leadership programmes include:

- Success Pupil Leadership Passports
- Success Sports Leaders
- Success Young Scientists
- Success Young Designers
- Success Young Performers
- Success Young Poets
- SSAT secondary pupil leadership accreditation

Our school-based pupil leadership programmes include, for example:

- Curriculum Ambassadors
- Wellbeing Ambassadors
- Playground leaders / Peer Mentors
- Young Gardeners
- Preschool and Peer Readers
- Community leaders and fundraisers
- Charity leaders
- Teaching and learning researchers
- Art creators

STAFF LEADERSHIP PROGRAMMES

Trust staff leadership programmes include:

- Success Talent Management Opportunities
- Wellbeing and Mental Health leadership training
- #SuccessTogether and TELA Heads networks and training
- TELA Deputies and Assistant Heads network
- #SuccessTogether and TELA SENCO networks
- #SuccessTogether English and Maths networks
- TELA EYFS and pastoral leadership networks
- TELA curriculum leadership networks (all subjects)
- #SuccessTogether Business and Site leads networks
- #SuccessTogether Research Leads network

Around 15% of our Trust staff per year access the full suite of National Professional Qualifications and SSAT leadership programmes as well as finance, HR, site, wellbeing and learning support leadership qualifications and opportunities

These are accessed through our Success Academy Trust career plans and reviewed annually to ensure that every staff member accesses career phase appropriate leadership training.

SUCCESS ACADEMY TRUST'S WELLBEING





SUCCESS ACADEMY TRUST STAFF WELLBEING PROVISION

Education Staff Wellbeing Charter – 2023 offer against key objectives

Prioritise staff mental health

We have:

- Introduced a Success AT Staff Wellbeing Strategy
- Agreed a culture and ethos where mental health is equally prioritised with physical health within staff related policies
- Dedicated and trained staff within each school within the Trust as mental health champions for staff and pupils, and regular agenda items on Strategic Heads meetings around prioritising staff wellbeing.
- An embedded staff wellbeing commitment within the Trust and its schools
- A commitment to work on all risks identified around work-related stress through surveys and ongoing reports, with action plans in place in schools.
- Clinical supervision support for pastoral staff
- Staff trained in using referral routes for specialist support confidently and appropriately, with regular reviews and updates to ensure awareness.
- Access to occupational health services when needed
- An effective supportive absence management policy
- Line management for staff involved in delivering pastoral support to support them in delivering it effectively and sensitively and provide further support and advice for them where needed.
- Two Trust HR experts who work alongside head teachers and other staff to provide advice and support for staff and for those working with staff, and second line HR advice from bought in LA service.

Give staff and line managers the support they need to take responsibility for their own and other people's wellbeing.

We have:

- Line management and performance management training for line managers around how to challenge and support those they manage, in a culture that supports staff wellbeing.
- Staff wellbeing training ongoing in schools and arranged as a whole Trust training day session
- Staff wellbeing entitlement from April 2023 includes for all staff access to SAS premium cover, including counselling, instant GP referrals, nurse support, weight loss management, maternity support, physical health and training support, physio, relaxation room and mindfulness, complementary therapy for cancer and feeling good app, discounted local leisure centre membership.
- Menopause support group
- A range of staff wellbeing activities within our schools including Stressbuster and Wellbeing weeks and days including activities to support physical and mental health and to have fun together as a team of staff, as well as activities such as staff sport, staff teas, etc, on an ongoing basis.
- Within Learning South Leicestershire, and Hinckley and Bosworth Sports Alliance, access to staff wellbeing packages from the Sports and Wellbeing partnership, e.g., staff sport tournaments, Move it March, access to wellbeing activities, as well as, for all schools, access to similar activities signposted through Leicestershire LA.
- All school staff have access to a team of trained mental health first aiders

SUCCESS ACADEMY TRUST STAFF WELLBEING PROVISION



Establish a clear communications policy

We have:

- Slimmed down communications from senior leaders to staff, e.g. a weekly email, so staff know when communication is due and can read it in an allocated slot (LSAs have time allotted to access this) and at smaller primary school most communications are face to face where possible in calendared sessions.
- No expectation that staff should respond to queries and emails outside paid working hours, although all staff can email and access emails when they prefer to fit in with their own personal work life commitments.

Give staff a voice in decision making

We have:

- Regular proactive and collaborative engagement with union representatives where these are present, and with external trade union representatives where these are involved as part of developments and processes.
- Formal consultation around changes to HR and similar policies within each school in the Trust
- Consultation around new strategic initiatives within forums such as whole staff meetings, middle leaders' meetings, consultation@ email addresses, communication channels to staff wellbeing steering groups where these exist.
- Return to work meetings and other channels where staff with mental health issues or with other challenges can share their experience confidently and safely.
- Wellbeing champions within every school across the Trust.

Drive down unnecessary workload

We have:

Used a range of strategies from the Workload Reduction Kit including but not limited to:

- Reduced the number of data entry/analysis/reporting windows to three times an academic year, and full written reports to once a year
- Reduced marking/written feedback expectations to focus on key pieces of work and assessments for detailed feedback
- Allowed meeting time and planning time for curriculum planning changes as well as allowing a year for wholesale changes to be embedded
- Reduced meetings expectations to one hour per week
- Provided remote parent evenings for some subject based secondary school parents evenings to reduce workload and allow flexible working from home if preferred
- Clear strategic CPD foci which allow time to trial and embed new training and learning into practice around targeted areas within each school and the Trust
- Clear and updated behaviour management policies including support for teachers from staff outside the classroom and some centralised interventions and sanctions.
- Moved preschool learning journeys to online in the moment capture.
- Moved whole school and departmental reviews to the deep dive model, where paperwork such as planning documents and lesson planning are not required.
- Removed the need for detailed short term lesson planning as a part of normal expectation.



SUCCESS ACADEMY TRUST STAFF WELLBEING PROVISION

Champion flexible working and diversity

We have:

- Adopted a flexible working policy which recognises employees' legal right to request flexible working and acknowledges that for some staff working flexibly can be a key means of protecting and enhancing their personal wellbeing, whilst maintaining the need for pupil facing staff to be present with pupils and the need for the business of the organisation to work effectively and efficiently.
- Allowed a small number of staff where appropriate (e.g. TELA and central Trust staff) to work some hours from home and made slight adjustments for a small number of staff to support childcare or other commitments where this can be achieved through timetabling without detriment to pupils or the needs of the business.
- Promoted diversity through embedded curriculum in all schools, diversity assemblies and theme days and events, including staff as well as pupils in sharing and celebrating experiences, e.g. What3Pics and PSHE DropDown days at secondary school. Celebrated diversity through Trust initiatives such as Trust Poetry Diversity competition.
- Monitored all new and existing policies through an equality and wellbeing audit.

Create a good behaviour culture

We have:

- Introduced and embedded new behaviour policy in the 2022-23 academic year reflecting and responding to new needs post pandemic in all Trust schools.
- Ensured that the new policy contains clear enforceable expectations for good behaviour and routines which are shared with all stakeholders including staff, parents and pupils, and that training is provided for all relevant staff to help them to put the policy into practice.
- Reviewed and improved the rewards systems within all schools so that good behaviour is targeted, recognised and rewarded regularly and consistently.
- Increased support to help staff manage behaviour, including for example appointing more non-teaching pastoral staff and instituting centralised detentions within the secondary school.
- Prioritised training around culture and behaviour management hand in hand with training in de-escalation, managing complex SEMH needs etc.
- Aiming to respond to all behaviour related concerns from staff, pupils and parents in a supportive fashion but with high expectations of improvement in all Trust schools.

SUCCESS ACADEMY TRUST STAFF WELLBEING PROVISION



Hold ourselves accountable, including by measuring staff wellbeing

We have:

- Already carried our Wellbeing surveys within most of our Trust schools this year
- Created a summer term 2023 Trust Staff Wellbeing survey allowing national benchmarking to be included as well as benchmarking across the Trust
- Carried out wellbeing group discussions and feedback within most of our Trust schools this year to enable planning to be put into place to address issues raised which impact on wellbeing

Include a sub-strategy for protecting leader wellbeing and mental health

We have:

- Introduced Success AT leadership coaching for executive leaders, heads and heads of school from a qualified independent consultant
- Signposted to DfE leadership coaching support for deputy heads and vice principals
- Provided access to confidential counselling if needed through the SAS Wellbeing package
- Included discussion around leader wellbeing within headteacher and executive leader performance reviews.

Support staff to progress in their careers

We have:

- A Success Academy Trust Career Plan in place for teaching and support staff to support reflection and proactive approaches to career progression
- A phase and stage entitlement to Early Career Framework Training and Mentoring, National Professional Qualifications (leading teaching, leading training and development, leading behaviour and culture, leading literacy, leading early years, senior leadership, headship and executive leadership) in place for teaching staff and those lead early years, culture and behaviour
- Our own TELA learning alliance and #SuccessTogether groups supporting professional development across all areas for teaching and support staff within the Trust, in line with the Standard for Teachers' Professional Development.
- Our own DfE accredited TELA Steps to Success programme for improving pedagogy.
- Individualised CPD opportunities for teaching and support staff to support their development and advance their careers.
- A commitment to provide time and support for all CPD opportunities, to avoid adverse impact on workload.



CURRICULUM & PEDAGOGY

We believe that pupils have the right to access a broad and balanced curriculum that is inspiring and set around their community context.

We believe that our schools should bring community into the school and school into the community and our curriculum is planned around this ethos in mind.

We believe that our pupils should be confident, independent and life-long learners who are well equipped for everyday life.

We believe that pupils should understand their impact and role within their local community and the wider world. Through building leadership and character together *we believe* our pupils should have opportunities to excel in all they do and develop them as well-rounded individuals.

The curriculum at Success Academy Trust is woven through our four Intent strands:



CURRICULUM & PEDAGOGY

Implementation: Primary

At Success Academy Trust, we use the National Curriculum to plan a broad and balanced curriculum for our pupils which is enriched by our extra-curricular activities that are offered at all our primary schools.

The curriculum is adapted at school level to meet the needs of the community context. Lessons are taught around curriculum themes and big questions.

Some subjects are taught discreetly whilst others are based around the curriculum themes. Each of our learning themes are designed to promote curiosity and engagement with a wide range of learning experiences. Themes are complemented with trips and visits as well as memorable experience days.

Each school uses their own synthetic phonics schemes in Early Years and Key Stage 1 to complement their teaching of Reading. Talk 4 Writing is also used to teach Writing, and Mathematics is taught through the mastery approach based on the White Rose scheme of learning.



Impact

We believe that no child should be left behind and therefore the impact of our curriculum is measured through the analysis and tracking of outcomes for all pupils across our schools, with interventions in place as needed.

There are a range of both formative and summative assessment procedures in place at each school and our schools follow our Trust Assessment Framework.

CURRICULUM & PEDAGOGY

Implementation: Secondary

At Success Academy Trust, we use the National Curriculum to plan a broad and balanced Key Stage three curriculum for our pupils including a full suite of performance and creative subjects, and which we enrich through a wide range of extra-curricular enrichment, masterclass and leadership experiences, projects and visits.

The curriculum is adapted at school level to meet the needs of the community context. We pride ourselves on our wide range of Key Stage Four options, covering a choice of languages, humanities, creative, sporting and performance subjects, as well as new subjects like Psychology, Economics, i-Media, Enterprise, Health and Social Care and Child Development. Most of our learners follow an EBacc curriculum and many Key Stage four learners' study one or two vocational subjects.

Modules and drop-down days enrich our PSHE, career, enterprise, equality and diversity curriculum which is also delivered through dedicated curriculum and tutor time.



Impact

We believe that no child should be left behind and therefore the impact of our curriculum is measured through the analysis and tracking of outcomes for all pupils across our schools, with interventions in place as needed. There are a range of both formative and summative assessment procedures in place at each school and our schools follow our Trust Assessment Framework.

ASSESSMENT FRAMEWORK

- **We believe** in high quality assessment which informs good classroom practice and impacts positively on pupil outcomes.
- **We believe** that the use of our assessment cycle and data collection points help schools and Trust leaders to track pupil achievement and set priorities for school improvement work and professional development.
- **We believe** in regular pupil progress meetings between teachers and school leaders to support good progress for all pupils in our Trust.
- **We believe** in high quality moderation between our schools to ensure accuracy and consistency of our assessment judgements.

We use both formative and summative assessment frameworks across all schools in our Trust

Formative Assessment

Teachers across our Trust use a range of formative assessment strategies based on their own school policies to support high quality teaching and learning for all pupils.

Such strategies include;

- Clear Learning Intentions and Success Criteria
- Retrieval practice, games and quizzes
- Effective use of Questioning
- Think, Pair and Share Activities
- Show Me activities such as whiteboards
- Start and end of unit / cold and hot write assessments
- Focus improvement tasks and questions after formal assessments
- Good Quality Feedback and Marking

ASSESSMENT FRAMEWORK

Summative Assessment - Primary

Standardised Assessments – Our primary schools use a consistent Standardised Assessment for all children in Year 1 to 6 in English and Maths. We are currently using the NTS Assessments in the academic year 2023-2024. These assessments are taken during our set assessment weeks and results are shared across the Trust. The School Improvement Leader supports schools to identify trends and, where needed, additional CPD is provided.

Data Analysis – Data Analysis is undertaken at both school and Trust level. The results of these are then used to plan school improvement support for the next academic term.

Pupil Progress Meetings – Our Trust primary schools hold three Pupil Progress Meetings each year before assessment data is submitted to the Trust. This allows schools to ensure professional discussions around pupil attainment and progress are held with teachers and leaders and appropriate intervention support is planned for pupils who are underachieving.

Interventions – Each school has its own systems in place for intervention. Data and Assessment supports leaders in identifying pupils in need of additional support to close the gap. Interventions are focused around Social and Emotional and Communication Needs, Wellbeing, Fine and Gross Motor Skills as well as Reading, Writing and Maths.

Moderation – Writing Moderation takes place three times a year. Our Trust has developed its own criteria to support teachers in year groups where there are no statutory assessments. non-statutory year groups with their assessment of writing. We also invite schools outside of our Trust to join our moderation events to ensure that we can quality assure our judgements.

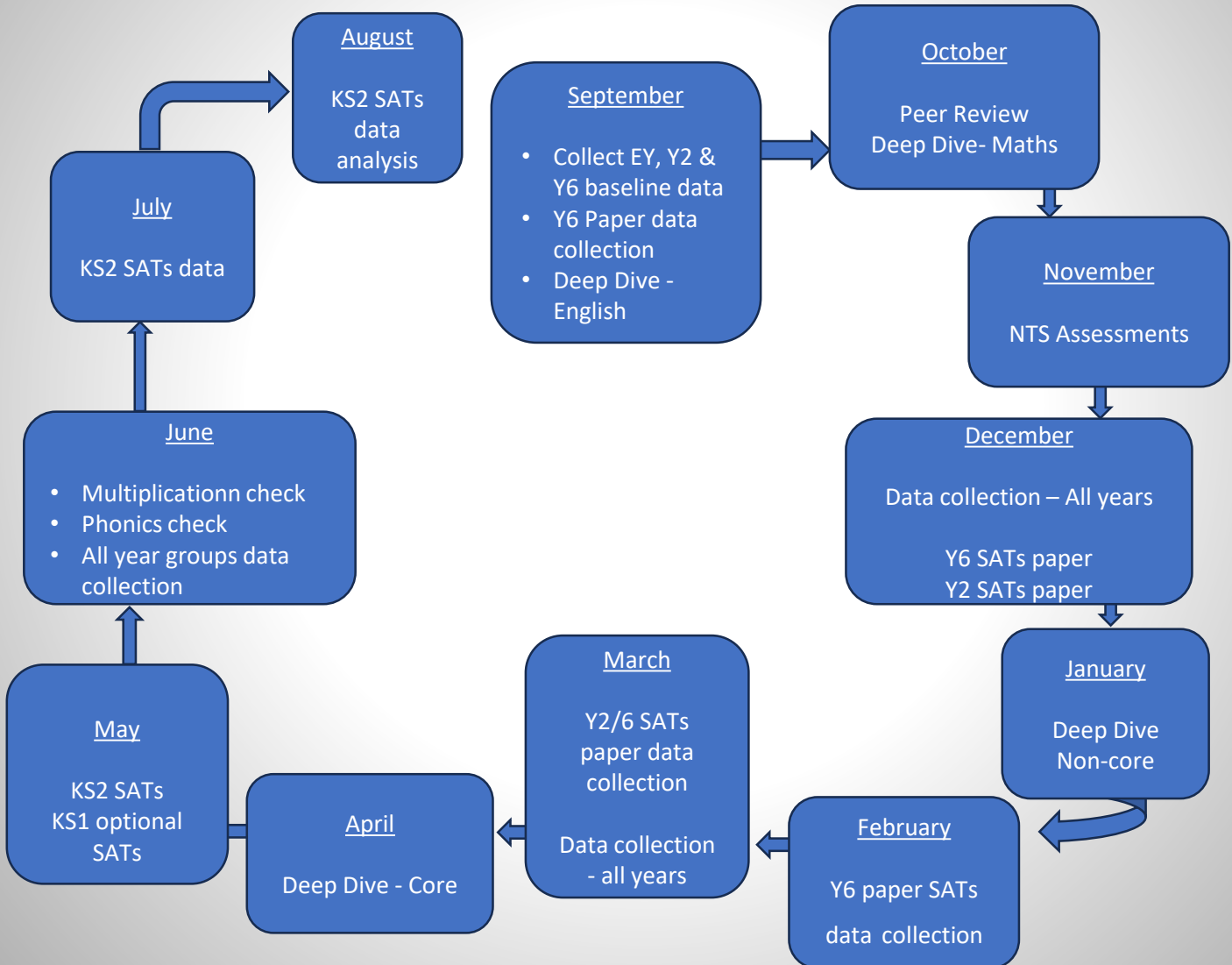
Monitoring – We offer an opportunity for triangulation of assessment evidence through our monitoring cycle of deep dives, book looks, lesson visits and pupil interviews.

Assessment of Non-Core Subjects - Each school in our Trust has its own assessment procedures for non-core subjects. Each school implements their own low-stake quizzes, retrieval exercises to help support teachers making assessment judgements for both knowledge and skills in subjects such as history, art and design and geography.

ASSESSMENT FRAMEWORK

Success AT Yearly Plan

Our Assessment Cycle outlines our yearly assessment points for our primary schools.



ASSESSMENT FRAMEWORK

Summative Assessment - Secondary

Standardised Assessments - Students are formally assessed in classroom settings within a 6-week cycle and these summative assessments form part of an attainment % score for KS3 and a predicted grade for KS4. These are inputted 3 times a year for both KS3 and KS4. For KS3, we calculate class averages and compare students' attainment score to a class average. At KS4, predicted grades are used as the most likely outcomes, based upon current standard of work, progress trajectory and commitment to learning.

At Key Stage 4, students also have pre-public mock examinations, following formal JCQ conditions twice during the key stage., which take place June of Year 10 and November of Year 11. Students sit their KS4 Level 2 public examinations onsite. These include GCSEs, Cambridge National Vocational Certificates and NCFE accreditation. These are nationally standardised, and quality assured by the Joint Council of Qualifications. They are certified by our partnership exam boards; Edexcel, OCR, AQA and Eduqas. These are certified in the August of Year 11 allowing progression to post 16 pathways.

Data Analysis - Middle leader line management meetings post termly assessment point analysis include impact review of individual and group interventions and trends in data at KS3 and KS4. Annually we have an Exam Review cycle where subject leaders present their Department outcomes at GCSE, trends, actions arising and demands for the next cohort to senior leaders and governors, providing a forum for review and improvement. In addition to this, students analyse their AP data during tutor time, setting targets at KS3 and KS4. Outcomes data is also discussed as part of our Deep Dive quality assurance programme.

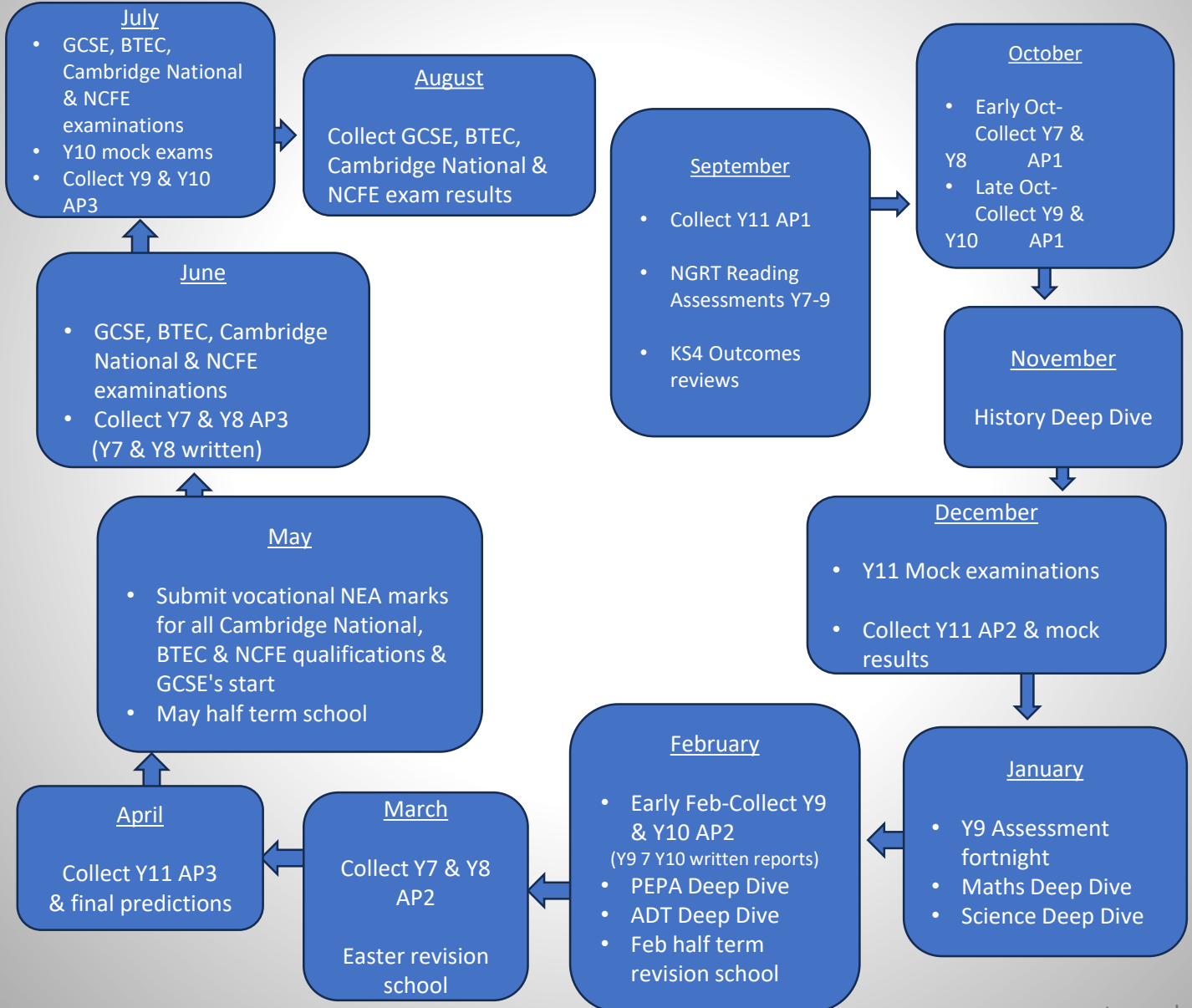
Interventions - We have a suite of interventions including, but are not limited to breakfast club interventions, reading and phonics interventions, catchup groups across KS3 core subjects, academic mentoring, registration catch up, Year 11 holiday schools and focussed after school Year 11 interventions. We track the attendance and impact of these interventions. These can be small group or individual sessions and are focussed at question level analysis level. In KS3, teachers complete intervention plans for the lowest attaining students using classroom intervention methods and deployment of our inclusion team.

Moderation – KS4 exam papers are standardised by the Exam Boards as robust papers and are moderated externally by our best practice links. Each department is paired with a secondary colleague locally in a mutually beneficial moderation relationship. At KS3, assessment papers are discussed and moderated within departments and across line managers to ensure assessment data is accurate. Moderation also takes place through TELA subject groups and at KS2/KS3 transition through #SuccessTogether core trust groups working across phases.

Assessment of non-core subjects – At KS3, non-core subjects are assessed in alignment with to KS2 and ongoing benchmarked progress indicators. At KS4, we run Vocational qualifications with significant coursework, controlled assessment and NEA components. This includes practical elements within creative and performance subject areas. These are submitted in the October, January or June examinations series for that cohort. We assess our non-examined subjects such as non-GCSE citizenship, RE and core PE through student attitude and commitment to learning plus their demonstration of our college values.

ASSESSMENT FRAMEWORK

Our Assessment Cycle outlines our yearly assessment points for Secondary schools within the Trust



SUCCESS SCHOOL IMPROVEMENT

School Improvement and Quality Assurance Model

Category D

Insufficient capacity to improve own school without direct and intensive support

Sponsored school OFSTED judgement inadequate
May be RI with little capacity to improve including declining and/or low performance

Category C

Sufficient capacity to improve own school with School Improvement Support

At risk of OFSTED judgement falling to RI or not rising to Good; declining and/or low performance

Category B

Sufficient capacity to improve own school and some system leadership capacity

Ofsted Good; little or no risk of OFSTED judgement RI; sustained/improving performance

Category A

Sufficient capacity to improve own school and extensive system leadership capacity

Ofsted Good or Outstanding across all areas and sustained/improving performance

MONITORING, EVALUATION & SUPPORT

- Starting point review
- Termly Whole school Challenge review
- Monthly learning walk and data analysis
- Raising Achievement Plan progress monitored half termly
- Biannual pupil premium review including Year One
- Annual leadership and management review
- Success Change Acceleration team deployed, including externally funded Executive Headteacher if sponsored
- Fortnightly Headteacher Coach meetings
- 15-30 days a term of targeted best practice visits including leadership support, around identified needs
- Minimal leadership delegation
- Extra support funded by school's larger top slice and/or negotiated sponsor funding stream

MONITORING, EVALUATION & SUPPORT

- Annual Peer Challenge review
- Termly QA Trust Principal discussion, learning walk and data analysis
- Biannual pupil premium review including Year One
- Annual leadership and management review unless L&M graded good or better
- Up to 15 days a year of targeted best practice visits including leadership support around identified needs
- Full delegation subject to positive L&M grading and/or review
- Extra support funded by school and/or local/national funding stream
- Opportunity for strong system leader candidates to apply for SLE accreditation

MONITORING, EVALUATION & SUPPORT

- Annual Term One Peer Challenge review
- Term two & three QA Trust Principal and peer collaboration foci
- Can participate in best practice support visits according to any specific targeted needs
- Biannual pupil premium review if target area for improvement
- Involvement in Success AT school improvement work in other schools where capacity and skills allow

MONITORING, EVALUATION & SUPPORT

- Annual Term One Peer Challenge review
- Term Two & Three QA Trust Principal and peer collaboration foci
- Can participate in best practice support visits according to any specific targeted needs
- Strong improvement in Success AT school improvement work in other schools

SUCCESS AT SCHOOL IMPROVEMENT SUPPORT TEAM

(Specific Change Acceleration Team will be recruited/deployed for Category D school)

Currently employed by the Trust

1 Local Leader of Education/Head of Learning Alliance (NLE equivalent)
Primary School Improvement Lead/Secondary school Improvement Lead
Primary & Secondary Specialist Leaders of Education

Plus, access to TELA primary & secondary NLE/LLEs and SLEs within Trust based TELA Learning Alliance to broker and deploy as needed by Head of Teaching School

FINANCE & OPERATIONS



Financial Resilience Quality Assurance



CATEGORY D

Reserves do not meet Trust minimum reserve policy expectation
And school proposing 3-year financial plan that takes school into overall deficit position (no reserves) – without significant growing NOR forecast

Monitoring, Evaluation & Support

At risk of Notice to Improve from ESFA and being brokered out of Trust

As Category C plus
Trust to consider if some or all of Local Financial Delegation removed from LGC
Trustee appointed to LGC Board for local oversight

ESFA informed at requirement of ATH – deficit budget including repayment to be agreed

CATEGORY C (concern)

Reserves do not meet Trust minimum reserve policy expectation over current and/or future years

And/or school setting in year deficit budget / or management reports during year indicate deficit budget in year/ significant difference to forecast

Monitoring, Evaluation and Support

As Category B plus -
TOFO attend termly budget update meeting with Head and TBM
Any changes to staffing structure to be agreed by Trust Leader (like for like replacements can be advertised – but any additions even where additional funding maybe available must be flagged with TOFO for discussion with Trust Leader before advertising)
TOFO may contact DfE's SRMA programme for assessment of local school. – School/ Trust required to implement reasonable recommendations from an SRMA
Review of LGC capability/capacity
School agree deficit recovery plan with Trust and requirement for enhanced financial monitoring

CATEGORY B (little concern)

Reserves policy met overall

Either in year balanced or healthy reserves to support three-year balanced budget in years 2 and 3

Where reserves falling trend, clear reasons in place (e.g. rising roll).

Monitoring, Evaluation and Support

ICFP/ curriculum model shared and agreed with Trust Leader & TOFO for year 2/3 ahead of budget setting with LGC Spring term
Trust budget assumptions shared/ ICFP model monitored centrally – TBM support across team as needs identified/ contracts register reviewed
Any local decisions around possible expansion to be agreed with Trust Leader/ TOFO in first instance
LGC remain oversight of monthly finance reports/ shared with Trust

CATEGORY A (no concern)

Reserves meet Trust minimum reserve policy expectation over current and next two years (Or Three years from Budget Forecast Return)

In year surplus or balanced budget set. Reserves available to invest in the Trust.

Monitoring, Evaluation and Support

TBM monthly finance reports to LGC shared with TOFO for Trustee FAR oversight
Trust budget assumptions including NOR assumptions shared/ ICFP model monitored locally
Trust Business Manger (TBM) support meetings to share best practice/ identify savings through appropriate benchmarking

FINANCE

The Trust Operations and Finance Officer (TOFO) works with the Trust Business Managers (TBMs) and wider admin teams within our schools to ensure every part of not only the central services expenditure but also the wider schools expenditure **provides the best value it can**.

The TOFO and TBMs can work across schools to support each other depending on area of expertise and the Trust supports their CPD to ensure this capacity is maintained.

Working so closely together means that Success AT schools' drive efficiencies and economies of scale, **benefiting from shared procurement discounts; shared expertise and streamlined finance procedures** so that work isn't duplicated, and risks are reduced.

The Trust central team organizes BACs payments to suppliers; bank reconciliation and cashflow and investment maintenance so locally each school can just perform the transactional finance processes of ordering and invoicing whilst also having access to the Trust's cloud-based finance system and **support to produce local monthly management accounts for budget monitoring**.

Local schools have overview of their budget planning process with the support of the central team to ensure all schools work up their budgets using the same budgeting assumptions and coding using a **standardised forecasting system integrated with curriculum led financial planning** and other benchmarking tools to help ensure appropriate budget scenarios are considered. Additional central support is given where **help around financial resilience planning** is identified as part of our annual quality assurance processes or when a school joins the Trust.

The central team consolidate the budgets, uploading them to the Trust's finance system as well as **organizing statutory returns on behalf of all schools** - such as Budget Forecast Return; Academy Accounts Direction; Teachers Pensions Audit; Land & Building Tools return; Apprenticeship Levy returns; Payment Practices Reporting and; SCORE – Streamline Energy and Carbon Reporting.

Year-end processes and auditing arrangements are organised centrally to ensure schools remain financially **compliant with the requirements of the Academy Trust Handbook**.

OPERATIONS

Our TOFO and Trust Business Managers work in partnership with our Site Managers/ Premises staff having **termly meetings to ensure the Trust premises management and Health and Safety arrangements are applied consistently and effectively**. Standardized systems of work are shared, and training given to support premises staff which includes access to the Trust's **online Premises Compliance software – 'Every', where service reports and subsequent actions can be recorded**.

The Trust supports all schools with **commissioned condition survey reports and through the Trust's Estate's Management strategy** which includes annual targets for its academies around its agreed estate themes including sustainability, supported further through the Trust's Energy Audit. The Trust organizes **energy contracts centrally on behalf of its schools**. These documents and the Trust Business Manager team support our academies with Condition Improvement Fund bids, for which the Trust has been very successful over recent years as well as giving a clear and transparent understanding of the condition of the whole of the Trust's Estate which would support allocation of capital funding for when the Trust growth would mean a switch over to School Condition Allocations.

The Central Team support on all areas of **H&S, HR/payroll and GDPR compliance** through the Trust Business Managers, HR Manager and our externally appointed Data Protection Officer who are able to provide support across our schools as needed. Our team has years of experience recruiting and looking after the health and wellbeing of staff and can offer hiring advice, assistance with staff grievances and supporting with the implementation of central Trust HR policies and procedures and any data protection related matters. All Trust schools buy back into the **SAS Staff Wellbeing package and have a team of Adult Mental Health First Aiders across the Trust as part of its Trust Wellbeing Strategy**.

The Trust has supported its academies with the **procurement of Broadband** and two schools have benefited from significant DfE funding from the Connecting the Classroom programme leading to major infrastructure improvements. The Trust has also rolled out a **VOIP telephone** system across its schools supporting centrally any infrastructure upgrade costs needed to ensure smooth implementation.

We are developing our IT Support provision across the Trust this year which includes the role out of a new IT helpdesk which schools can use to raise IT Tickets on and allows our IT Support to remote on to PCs to check issues or organise escalation to our 2nd line Technician support as needed. Future plans include for the migration of Office365 and emails to the Trust's tenancy to support cross school resources collaboration.

The Trust understands **the important of good governance support and as part of this our Trust Governance and Compliance Officer supports our Academies** with a clerking service to the Full local governor meetings as well as the Trust Board and its committees. Advice is also available around governor onboarding including ensuring statutory requirements are completed and support for governor elections given. Regular updates and training opportunities are also shared to ensure governors are kept in the loop of Trust work. This is further strengthened through established Trustee links to local governors.

CENTRAL SERVICES

- **Each school currently contributes 3.5% of its General Annual Grant (GAG) income** to support central services and this contribution is reviewed annually by the Heads Group and only changed if additional services are identified as priority for central support.
- When comparing central services offer, it is important to be aware that this will differ from Trust to Trust. **Many Trusts only include central staffing costs in their central services budget** with other non-staffing costs being passported to local schools for payment.

Central Services Costs 24/25

Staff costs -

School Improvement Staff include -

- Trust Leader- PT
- Trust Primary Improvement Officer - PT

28% of funding

Finance & Operations staff include -

- Trust Finance & Operations officer - PT
- Trust Business Managers (3 days across Trust)
- -includes HR & Premises expertise - (NEBOSH/CIPD)
- Governance Professional inc Full local gov meetings
- Attendance officer support - PT
- Finance Manager - PT
- Marketing Officer - PT

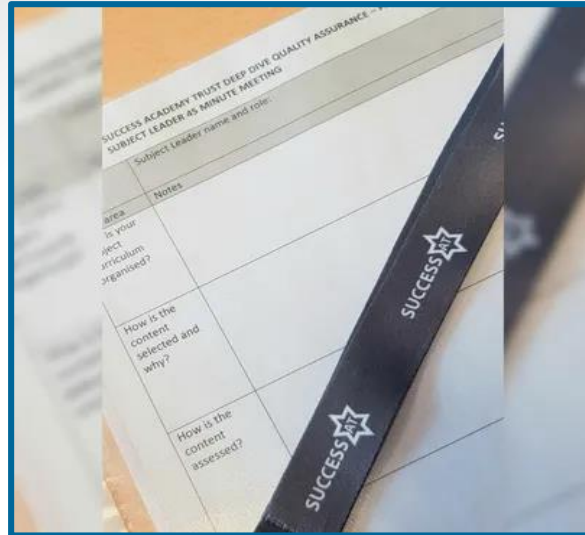
21% of funding

Non- Staff costs -

- Insurance
- H&S Wellbeing support
- Strategic HR services & legal support
- Payroll & HR admin services
- GDPR/DPO services
- Premises compliance management software
- Target tracker & provision map software
- E-Teach recruitment subscription
- Automated on boarding software for new staff
- Cloud based finance software
- Internal & external accountant fees
- Central CPD/marketing & admin

51% of funding

CPD, LEADERSHIP TRAINING AND IMPROVEMENT SUPPORT



TRAINING AND SUPPORT

Success Academy Trust provides support to its Trust schools through our Success AT SIQA model – School Improvement and Quality Assurance. Our schools are categorised from A to D in terms of their current need for support and ability to provide support and best practice, and this is reviewed on an annual basis. Monitoring, evaluation and support is provided according to the category. Sources of support include our Trust NLE, SLEs, primary Trust Improvement Lead and Secondary School Improvement Lead, as well as a range of Trust Partnership Groups and regular cross trust training and events.

Our Trust learning alliance, TELA, provides support through a variety of processes, many also accessible to schools outside the trust but within the learning alliance. This ranges from funded NLE/LLE/SLE support plans, through Teaching and learning and Leadership development programmes, to focus visits and reviews. Our Peer Challenge programme offers a full OFSTED type review for schools within the programme as well as shorter review visits and focused reviews, also available. Impact includes Improvement Planning/ SEF support, improvements in leadership, outcomes, teaching and learning and behaviour & welfare; and several supported schools have moved up an OFSTED category.

Please contact us with any enquiries regarding school-to-school support or visit our TELA website for more information on our learning alliance arm of the Trust.

SUCCESS STRATEGIC PARTNERSHIPS

Strategic Partnership Groups

At Success Academy Trust, **we believe** that working in partnership together across the Trust is fundamental.

We are committed to learning from each other and developing expertise together.

We are proud to host regular network meetings for leaders within our Trust.

- ❖ Heads Advisory Group
- ❖ ResearchEd network
- ❖ Trust Maths network
- ❖ Trust English network
- ❖ Trust SENCO network
- ❖ Trust Premises network
- ❖ Trust IT network
- ❖ Trust Finance network
- ❖ School Business Managers network
- ❖ ECT network



#SuccessTogether

PROFESSIONAL LEARNING FOR TEACHING STAFF

Early Years Career Teachers – Year 1 & 2

Teach First Early Career Programmes plus Trust ECT 'SuccessTogether' training

Senior Leaders

- NPQ Executive Leadership
- NPQ Headship
- SSAT Aspiring Heads Course
- NPQ Early Years Leadership
- Leadership Shadowing
- Leading across the Trust

Middle Leaders

- NPQ Leading Teaching
- NPQ Leading Behaviour & Culture
- NPQ Leading Teacher Development
- NPQ Leading Literacy
- NPQ Leading Maths (primary only)
- SSAT Middle Leadership programme
- Initial Teacher Training Mentoring
- Early Careers Teacher Mentoring
- Lead Subject Mentor for ITT

Teacher Leadership

- Initial Teacher Training Mentoring
- Early Careers Teacher Mentoring
- Talent Management Opportunities
- SuccessTogether Teacher Leadership Development projects
- SSAT Future Leaders (secondary only)

Pedagogy improvement programmes for all Success teachers

Evidence Based Research Pedagogy Programmes are a part of each Success school's CPL cycle
Success instructional coaching targeted at early phase teachers and improving teachers.

TELA DfE recognised Steps To Success programme – research based mentored pedagogy improvement

#SuccessTogether

TELA CPD AND NETWORKS



SUCCESS AND OUR LEARNING ALLIANCE – TELA

Our vision and values centre around collaboration for improvement across all areas. Recent Trust based staff development has included a focus on increasing cultural capital and vocabulary, evidence-based improvement work in Maths which has raised outcomes across all of our schools, and effective targeted personalised pedagogical improvement plans. Working in close partnership using our unique TELA Traded model means we are also able to provide opportunities to our staff across our alliance schools to develop and improve their practice.

TELA provides a range of secondary and primary programmes, focusing on both pedagogy and leadership.

TELA secondary CPD details can be found at <https://telaonline.co.uk/secondary-cpd> and primary CPD details at <https://telaonline.co.uk/primary-cpd>

We are also a strategic partner of local teaching school and inclusion hubs, overseeing Leicester & Leicestershire Teaching School Hub accredited [NPQ programmes](#) and delivering elements of ECF programmes, as well as our own early TELA career phase **Steps to Success** programme.

Middle leaders and senior leaders benefit from a range of targeted development programmes and networks, and our TELA Heads networks and conferences enhance the provision. Support and teaching staff can also access a variety of programmes, targeting pedagogy and leadership improvement, wellbeing support and other local training.

OUR TRUST'S LEARNING ALLIANCE



Meet the 'ACHIEVE WITH TELA' TEAM!



MANDI COLLINS

Head of TELA

Mandi is the Head of TELA & 'Achieve with TELA'.

Mandi oversees our TELA learning alliance and provides leadership training locally and nationally up to executive leader level.



RACHAEL HANDLEY

Strategic Lead for ITT

Mandi is the Head of TELA & 'Achieve with TELA'.

Mandi oversees our TELA learning alliance and provides leadership training locally and nationally up to executive leader level.



MAX YOUNG

Early Career Framework Lead

Max has worked in education for 25 yrs and is TELA's ITT lead.

She brings heaps of passion & a wealth of knowledge to support the trainee teachers through their ITT journey.

She is currently Vice Principal at Thomas Estley Community College



JO ROBOTHAM

ITT Administrator

Jo is Achieve with TELA's Initial Teacher Training administrator and has been for over 10 years.

Jo is passionate about supporting trainees through their ITT journey, from initial contact to their 'graduation' day.

telaonline.co.uk

JOIN OUR TRUST



Whether you are looking to join a Trust family of schools with a collaborative and supportive ethos focused on school improvement & leadership and character development, or to access additional support, or seeking a sponsor, Success Academy Trust can help!

