



MAIDEN ERLEGH TRUST



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About Maiden Erlegh Trust

Maiden Erlegh School in Earley became an academy in 2011 and a Teaching School in 2012. The Maiden Erlegh Trust was established in October 2014, when we received approval to open a free school to support the families in East Reading. We also became a DfE approved academy sponsor.

Maiden Erlegh School in Reading opened in September 2015 and Maiden Erlegh School in Earley is the lead school for the Trust. Both schools are significantly oversubscribed.

Our Trust motto is “**schools for the community, schools as a community**” as our aim is that every school in our Trust, whilst espousing our values and ethos, and having a core of common policies and procedures, will serve its own community’s needs in a bespoke way and also create a feeling of community within its own school. In that way all the potential and talents of every child and every member of staff will be nurtured.

Trust values and ethos

schools for the community, schools as a community

Maiden Erlegh Trust aims to build **a community of schools in which a community ethos prevails** in order to nurture, challenge and celebrate young people. Through our Trust, communities will be sure to have access to distinctive, inclusive and excellent schools for the youngsters and venues which offer learning and other opportunities to the wider community.

We consider each school to be a working community enriched by staff, parents and students from diverse backgrounds, each one contributing an array of different interests and talents. In this context we actively promote **mutual respect, equality, an understanding of other cultures, empathy with the wider world and a strong and collaborative work ethic.**

Our priorities for each school in our Trust are the education, well-being, happiness and personal development of every pupil/student in our community. Equally important is the professional development, support and encouragement of our talented teaching and support staff and our Local Advisory Board members and Trustees.

Each school which comes into the Trust takes on the goal to be “**a school of opportunity, diversity and success for all**”. This means that students of all abilities and from all backgrounds make the most progress possible, gain the best possible qualifications/results and enjoy the challenges of learning at the highest level on the way.

Each school will ensure its pupils/students develop socially and thrive personally as well as academically. We want them to become **confident and articulate children and young adults, motivated by a strong sense of personal worth and respect for others** and ready for the next phase of their education/lives. In order to do that we provide a calm, well ordered, secure and caring community.

We understand that **education does not only happen in classrooms** and so the curriculum in each school is designed to provide opportunities to extend learning and personal development. We therefore nurture strong local partnerships to support this aim (eg: with businesses, agencies, parents). In return, we expect students to participate positively in the life and wider work of the school and the community. In this way, they develop the skills they need to become **highly effective and positive citizens, employees and employers in an ever changing and complex world**.

Vision Statement

Maiden Erlegh Trust Schools will continue to excel at bringing out the best in students of all abilities. To do this we will place students at the heart of what we do and work closely in partnership with parents. We will provide:

- A safe, calm, respectful and happy place to work and learn
- Stimulating and challenging learning for all
- High quality and inspiring teaching
- A rich and relevant curriculum
- Varied and exciting extra-curricular opportunities which allow students to flourish outside the classroom
- High quality and personalised pastoral care

We will not be complacent – we will compare our work with that of the best schools in the country and continue to improve.

schools for the community, schools as a community

Maiden Erlegh Trust along with its Teaching School also aims to be part of a school-led, self-improving system.

We are committed in working in partnership and collaboration with other schools and education professionals to ensure that students and staff are supported to be the best they can be and to work/learn in stimulating and supportive environments (whether in one of our schools or elsewhere).

Our work will result in sustainable and improved outcomes for staff and students.

We will contribute to an education landscape where children and young people have equal access to an excellent education by going to their local community school. We will do this by:

- Showcasing the career of teaching and encouraging new entrants to the profession.
- Leading and contributing to teacher training programmes
- Providing high quality professional development for teachers and support staff
- Providing school improvement consultancy and programmes to other schools
- Sharing best practice with other schools
- Providing professional coaching.

Our 2019-2023 year Strategic Development Plan is centred around the following objectives:

GOVERNANCE

Governors are recruited to the mix best serving the schools in the MAT.

The CPD for governors is reviewed annually and the programme adapted accordingly.

Each year LAB “champions” are allocated to key areas of the schools’ work based on the School Improvement Plan. LAB “champions” meet with lead staff at least three times per year.

Review the format for reporting up to the Trust (from LABs) so that the Trustees and CEO get robust and relevant information in a timely way.

The following are reviewed annually:

- LAB-Trust working protocols
- The Scheme of Delegation
- Trust Strategic Plan
- Trust Budget Plan

CENTRAL SERVICES

Structures, staffing and experience in place to provide at least minimum service the following for all our schools:

- Financial advice and accounting service
- Monitoring and school improvement
- Headteacher Performance management
- Appraisal monitoring
- HR and payroll services.
- Admissions policy advice and guidance
- Support for staff training and development.
- Governance advice and development
- Catering – advice and guidance
- Risk management – advice and guidance and co-ordination of risk registers
- Policies and procedures – provide and take responsibility for updating core policies and advice and guidance on local arrangements.
- Estates management - advice and guidance, including Health & Safety
- Assessment and reporting support

Capacity to provide additional support for schools who need it (long term or for short periods).

GROWTH & SCHOOL IMPROVEMENT

The Trust will grow in a measured, yet sustainable way through a “hub” structure – based on location and/or type of school.

The Trust will work with, develop or bring in good and outstanding schools to create capacity.

The Trust will serve 3000-6000 pupils in good or outstanding schools by 2021.

The Trust take on an appropriate number of RI, Inadequate schools at any one time subject to due diligence and capacity to secure improvements.

The Leadership Team, Central Services team and governance will develop appropriately to service the above growth.

ACADEMY EFFECTIVENESS

All schools will provide an education which is at least good.

Any sponsored schools will show sustained and sustainable improvement as evidenced by student outcomes, Ofsted, HMI and any other agreed external measures.

All schools will use the Trust’s Standards Strategy and Quality Assurance processes.

All schools will pledge to support others within the Trust as necessary.

Successes and achievements will be celebrated across the Trust.

Maiden Erlegh Trust schools common objectives 2019-2023

School Improvement Plans must include improvement actions linked to the following areas as indicated in each school's respective self-evaluation such that there is consistency across the Trust and a common language of school improvement for the next three years.

CULTURE & ETHOS

All schools and stakeholders understand and share the Trust's vision and ethos.

Stakeholders participate in the community of the school and for the good of the community served by the school.

Leaders use the vision and ethos as a touchstone in their work with students, staff and parents.

Policy and procedure are implemented consistently by all staff.

Leaders, staff and students have high expectations of themselves and others and are supported to meet them.

The schools are safe, calm, purposeful and happy places or learning and work, where stakeholders are considerate of each other's wellbeing.

Staff and students are treated with respect and developed as individuals so they can fulfil their potential and take responsibility for their careers/education.

STUDENT OUTCOMES

The intent of each school's curriculum is clear and appropriate for its students.

The implementation of the curriculum ensures high quality, teaching, learning and personal development over time.

High quality lessons, homework and enrichment promote the acquisition of knowledge, understanding, skills and progress.

Assessment is reliable and leads to meaningful feedback such that students have a deep understanding of and engagement with improvement

Students make excellent progress from their individual starting points.

Difference in quality of learning and progress between cohorts is identified early and reduced/eliminated.

Students enjoy learning and take pride in their work.

FINANCIAL SECURITY

Clear and prudent budget planning which means that all schools can provide a high quality education.

Systems and structures are lean but fit for purpose.

Cost centre managers are appropriately trained and supported.

Income generation is maximised.

Risk management and school improvement reviews focus on future proofing budgets.

SAFETY & EQUALITY

Schools are compliant in all aspects including:

- Safeguarding
- Anti-bullying
- Staff Code of Conduct
- Attendance
- Safer recruitment
- SEND
- Acceptable Use
- Medical needs
- Health & Safety
- Exams access
- GDPR/Data Protection
- arrangements
- Equalities and access

There are clear, reasonable and efficient systems in place to monitor compliance, review near misses and respond robustly where incidents occur.

Schools are safe, calm and respectful environments.

ATTENDANCE & BEHAVIOUR

Overall absence and persistent absence will be lower than the national average.

Differences between groups will be reduced/eliminated.

Clear and consistently and fairly implemented Behaviour and Exclusion procedures mean that schools are safe, calm and orderly environments.

Exclusions and high level sanctions are very rare and proactive work with vulnerable students means they are not significantly represented.

WORKFORCE

Schools are fully staffed with qualified colleagues.

All staff work towards the Trust Wellbeing Charter which aims to help staff manage their work.

There are clear CPD and career development opportunities for teaching and support staff (core and optional).

The Trust will have an active talent spotting process which then supports colleagues with coaching and development.

Trustees and LAB Members are recruited, inducted and trained appropriately so they are confident in their functions.

All new and aspiring leaders to the Trust will be support other schools or support their own school to create capacity.

Monitoring

The Trust Strategic Plan is updated termly and reviewed formally annually

STRATEGIC FOCUS KPI	LEAD	KEY ACTIONS
GOVERNANCE		
<p>Trustees and LAB members are recruited to the mix best serves the schools in the MAT and ensures appropriate separation of functions.</p> <p>The recruitment process is a robust and transparent.</p>	NJ	<p><u>Annually</u> All Members, Trustees and LAB Members participate in a skills audit and the Trust identifies areas for recruitment.</p> <p>Current gaps identified</p> <ul style="list-style-type: none"> • Finance • Secondary Standards • Primary Standards • (Legal)
<p>An effective CPD, ensures that the governance of the Trust and LAB is highly competent with multiple individuals trained in different areas.</p>	JR	<p><u>Annually</u> VB/JR</p> <ul style="list-style-type: none"> • Review impact of governor CPD to ensure it is effective and relevant. • To agree a named CPD Lead for each LAB • Audit training needs each summer term with LAB CPD Leads and draw up a training plan for the following year (reviewed May/June and published in September) • Review induction package to ensure it supports new recruits. <p>Termly VB/JR</p> <ul style="list-style-type: none"> • CPD and attendance logs reviewed termly.
<p>The Members and Trust Board is equipped with information and skills so that they can evaluate performance and act appropriately to hold LAB Chairs and leaders to account.</p>	NJ CEO	<p><u>Annually</u></p> <ul style="list-style-type: none"> • Governor CPD records are reviewed with Trustees to map out on-going training and standardisation opportunities to ensure consistently high levels of support and challenge. • All governors given membership of the NGA website to access online training. • By Dec 2019, all Trustees, and at least 2 LAB Members to have undertaken training in: exclusions and new Ofsted Framework
<p>LABs have a demonstrable impact on school improvement as a result of close monitoring with, and support of leaders in school.</p>	LAB CHAIRS	<p><u>Annually</u></p> <ul style="list-style-type: none"> • Each year LAB "champions" are allocated to key areas of the schools' work based on the School Improvement Plan. • LAB Champions confirmed by 1 July each year. • Champion priorities reviewed each January based on SEF and SIP Reviews. • LAB "champions" meet with lead staff at least three times per year.
<p>The Scheme of Delegation (SOD) ensures that all good-outstanding schools are treated fairly and have clear lines of responsibility and consultation into the Trust.</p>	NJ	<p><u>Annually</u></p> <ul style="list-style-type: none"> • The Scheme of Delegation is reviewed annually via a process which allows each LAB and Headteacher to participate in a consultation. <p><u>Schools with particular links to external organisations</u></p> <ul style="list-style-type: none"> • Where we work with Alternative Provision, PRUs or Special Schools which have admissions commitments with LAs, the Scheme of Delegation will be adapted to reflect this.
<p>The Scheme of Delegation is adapted as appropriate for RI and Inadequate schools as part of the improvement plan and based on due diligence.</p>	NJ	<p><u>Case-by-case</u></p> <ul style="list-style-type: none"> • Following due diligence, an improvement plan will be drawn up, typically with a temporary Interim Transition Board in place (usually for up to 1 year). • The SOD will be adapted for each school subject to the strengths and weaknesses of the school and leadership. • Where a new LAB is in place with a Chair who has not already worked for the Trust, the adapted SOD may continue for a period of induction of the new Chair (up to 1 year) <p><i>The aim is always to move schools to the good-outstanding as soon as possible.</i></p>

There is a thorough and comprehensive risk register in place which is reviewed regularly at academy and Trust level.	NJ	<u>Annually</u> <ul style="list-style-type: none"> • Risk register reviewed holistically to ensure that it remains fit for purpose. • Termly reviews are then undertaken with Trustees and LAB input.
The Trust will extend its sub-committee structure in place focusing on key areas of accountability eg: <ul style="list-style-type: none"> • Finance and Risk • Safeguarding & Inclusion • Secondary Standards • Primary Standards <p>Some committees will meet less frequently or on an ad/hoc basis:</p> <ul style="list-style-type: none"> • Appraisal • Staff Disciplinary • Exclusions 	NJ	<u>Annually</u> <ul style="list-style-type: none"> • Each LAB will have the opportunity to send at least one representative to each committee. • Committee members will receive appropriate training and information for them to fulfil their role. • Each committee will have a clear calendar of meetings in place by September of each year. • The terms of reference of each meeting will be established from the start. • There will be a simple but robust method for reporting into the Trust Board to provide a check and balance to reports of the CEO and CFOO
CENTRAL SERVICES		
As a result of efficient ways of working a robust planning, the Trust and schools work within budget and investments bring planned rewards.	CFOO NJ	<u>Annually</u> <ul style="list-style-type: none"> • 3 year financial plan and top slice reviewed in light of compassion of the Trust. • Continue to review expenditure and income generation across the Trust • Work with selected organisations to help secure CIF and/or expansion grants.
Where in-year overspends exist, they are eliminated within three years.		
Central Services are efficient and effective. They provide reliable support for schools and value for money.	CFOO	<u>Annual</u> <ul style="list-style-type: none"> • Work with Central Services staff to build team around Trust vision and ethos. • Structures and staffing in place to provide at least a minimum service for all current schools and the ability to grow with the Trust. • Services are reviewed each Summer to ensure that clients are satisfied with provision. • Services promoted outside the Trust as part of income generation. • Central Services internal and external communication reviewed annually to ensure it is effective an appropriate for all stakeholders.
All members of Central Services team are clear about their roles and how they contribute to the development of the trust.		
Client satisfaction is at least 75%.		
GROWTH & SCHOOL IMPROVEMENT		
By 2023, the Trust will have grown to a size which can at leas sustain the current quality of offer, but also fulfil our vision and moral purpose:	CEO	<u>Explicit objectives</u> <ul style="list-style-type: none"> • Expansion rate: 3000-6000 students by 2023 • Geographic range: 2-3 hour distance limit • Expand range of schools: secondary, primary, AP/PRU, Special • Continue to seek out further strength in each phase/type to support school improvement capacity. • Appropriateness of school determined by due diligence and assessment of school improvement capacity by Trust at time of proposal and again at ratification. • We will not look to work with Church aided schools or any school which requires representation on the board outside our stated needs analysis.
<i>"to contribute to an education landscape where children and young people have equal access to an excellent education by going to their local community school"</i>		
The Trust will have clear progression pathways for students at all its schools into the next phase of education, employment or training.	CEO CFOO	<u>Annually</u> <ul style="list-style-type: none"> • Capacity will be maximised, and where possible increased. • Audit of Sixth Form interest and curriculum pathways at MEIR. • Routes clarified into other sixth forms and relationships developed with more neighbouring establishments.
School and Trust leadership capacity will be developed and sustained over time to be able to	CFOO CEO	<u>Annually</u> <ul style="list-style-type: none"> • Identification of future senior and middle leaders identification in schools and signposting to internal training and coaching.

provide additional support for schools who need it (long term or for short periods) and so that existing schools maintain their quality		<ul style="list-style-type: none"> • Development of secondment and shadowing programmes for school and Central Services potential leaders. • Development and review of Trust School Improvement strategy. • All schools will support others within the Trust as necessary.
Trust recruitment strategies will support growth and the provision of specialist and competent teachers, leaders and support staff. Trust will maintain and develop its reputation as a positive, supportive and ethical employer	CEO CFOO	<u>Annually</u> <ul style="list-style-type: none"> • Wellbeing Charter and Etiquette reviewed annually in each school (eg: through Innovation Groups). • Alternative routes for recruitment investigated and trialed as necessary (eg: recruitment abroad) • Recruitment documentation and communications reviewed for impact. • Induction and mentoring in place for all new staff. • Enhanced summer induction programme in place for Overseas Trained Teachers. • Clear processes in place to raise concerns for all staff in each school and across the Trust eg: whistleblowing, union meetings. • Salary increases and workload management strategies mirror national and local expectations wherever possible. • Workload and wellbeing factored into all strategic and operational discussions at school and Trust level.
The Teaching School provides effective support to Trust Growth and recruitment and retention.	HZ CEO	<u>Annually</u> The Teaching School will <ul style="list-style-type: none"> • Enable the Trust to recruit at least ten new staff per annum. • Provide a range of SLEs to support work in other schools. • Be at least cost neutral. • Provide ongoing training and development to support succession planning, especially to middle and senior leadership roles 2019-2021 <ul style="list-style-type: none"> • Monitor national trends in Teaching Schools and respond accordingly – strategic response drawn up by Oct 2019
ACADEMY EFFECTIVENESS		
All non-sponsored schools will provide an education, which is at least good (or show rapid improvements towards good/outstanding).	CEO	<u>Annually</u> <ul style="list-style-type: none"> • SEF and SIP reviews support accurate understanding of school performance and appropriate school improvement strategies • Peer and/or external will take place at least once a year. In each school (more in RI and sponsored schools). • Collaborative work to share best practice on common themes eg: curriculum, behaviour management, inclusion • School leadership networks developed Trust-wide which involve regular peer review. • Development of EHT Primary role to support primary expansion and quality development. • Development of Trust Dashboard to give overview clarity for Trustees • Where necessary the Trust will use resources to support schools for time-limited projects (with capacity-givers compensated appropriately). • Successes and achievements will be celebrated across the Trust and best practice shared
Any newly opened or RI/sponsored schools will show sustained and sustainable improvement as evidenced by student outcomes, Ofsted, HMI and any other agreed external measures.	CEO	<u>Annually</u> As above and: <ul style="list-style-type: none"> • Improvement plans are monitored half termly and adapted as necessary. • Internal and external reviews are followed by specific action plans at school and staff level. • Where necessary the Trust will use resources to support schools for time-limited projects (with capacity-givers compensated appropriately). • Successes and achievements will be celebrated across the Trust and best practice shared
All schools will use the Trust's Standards Strategy and Quality Assurance processes and assessment strategies.	CEO	<u>Annually</u> <ul style="list-style-type: none"> • Standards Strategy and SEF process reviewed annually • Assessment and reporting reviewed annually. • Leaders and governors trained accordingly.