

Stronger together.



Autonomy, support and
improvement



Autonomy

- Schools are run by their headteachers and the Local Academy Boards (LABs)
- The Trust Scheme of Delegation supports school autonomy
- Headteachers can run their school in their way
- LAB governors know their school and are best placed to make decisions
- Trust intervention is only if concern arises around low standards; the safety of pupils is threatened; or failure to operate within budget.



Support

All Trust schools pay a 'levy' which provides:

- Audit and insurances; payroll; HR advice and administration; finance processes and payments; governance training, document management and clerking at LAB level
- Support with school census, UIFSM and capital property bids and project management
- Support to the LAB for Headteacher performance review
- Facilities management overview.



Improvement

Additionally, the levy provides:

- School improvement support and challenge, including school improvement partners, annual external review of schools' self-evaluation, leadership development
- Preparation for and support with Ofsted and other external inspection/evaluation
- Analysis against similar schools and national benchmarks

In 18/19 academic year:

ADVANTAGES – WORKING TOGETHER



Practical example: financial

- In the first year of working as a Trust, there has been a saving of £120 000 across the three schools, resulting from joint procurement, mostly in insurances and audit

(Based on individual academy costs and buy-in to OCC's Quest - in 17/18)



Practical example: support

- A trust-wide DSL group provides a forum to share new learning and best practice, as well as informal 'supervision'
 - An agreed schools' vocabulary around the Prevent agenda was devised and materials shared
 - An annual safeguarding review of schools takes place through this group
 - Recording and tracking software has been researched and recommended for use in all schools by this group.



Practical example: time gained

- Statutory policies and procedures written at trust-level, saving school time
- Development of consistent Headteacher reports for LABs – providing all data in one place for governors and for CEO/trust reporting
- Trust-wide Workload and Wellbeing Charter.



Practical example: School improvement

- Trust governance training network set up
- Cross-trust coaching training
- External QA of schools' self-evaluation
- Dedicated school improvement budget
- Additional support in advance of Ofsted inspection – as agreed with Head and SLT
- Trust-wide 'Professional Pathways' – teacher development opportunities.

COMMUNICATION AND REPORTING

Headteacher and school staff

Headteacher Report x4 per year

Local academy governors

Trust Board

Central team
Direct support to schools

CEO/CFO
Work with schools, LABs and trust board

All governance documents available for all sections of governance to review



**THINKING ABOUT JOINING
ABINGDON LEARNING TRUST**

What next?

- **Greater resilience together.** Problems and difficulties are shared and can be resolved
- **Continued effectiveness and professional growth** as new schools bring strengths and challenge the status quo
- **Increasing efficiency.** Savings benefit pupils most, supporting New schools bring strengths and challenge the status quo for great staff and outstanding learning experiences.

What's in it for my school?

- Your school's unique strengths to share benefitting all pupils in the trust
- School development is a collective endeavour
- A trajectory of continued improvement – learning from each other, and from the best elsewhere
- A trusting relationship with reciprocal respect



Stronger together.