



Outwood Grange Academies Trust **Prospectus**

WHO WE ARE





Martyn Oliver
Chief Executive Officer,
Outwood Grange
Academies Trust



David Earnshaw
Chair,
Outwood Grange
Academies Trust Board

Outwood Grange Academies Trust is a not for profit sponsor of primary and secondary academies and is recognised nationally as one of the highest performing chains of schools, is the highest performing family of schools in the North of England and a System Trust working directly to the National Schools Commissioner. We developed our educational blueprint from many years of leading and supporting schools and have used this to sponsor academies; having a transformational effect on children's life chances within very quick timescales.

Together, the Executive and Non-Executive Boards create the vision, the strategic direction and the pedagogical model which enables children in our Trust to flourish regardless of their backgrounds or starting point. We relentlessly focus on performance, analysing data and intervening to support academies as required.

We feel strongly that academies should enhance the educational provision of an area, drive up standards, particularly for the most vulnerable, and play a central role in the regeneration of communities. We believe that improving young people's life chances is essential to developing a strong local and national economy.


We pride ourselves in meeting the needs of all children in our care, including those who are most vulnerable or challenging.

“...recognised nationally as one of the highest performing chains of schools”

VISION AND VALUES

As a multi-academy trust we
want to be known for placing...
***Students first: raising standards
and transforming lives***





As a high-performing multi-academy trust we embrace the opportunity to ensure that all children, irrespective of their starting point, receive an excellent education. We relish the opportunity to be part of the much needed regeneration of the areas we work in. To achieve this aim staff within OGAT have three values in common. We all:

1. put students first;
2. strive to be experts in their respective fields; and
3. are obsessive about attaining the highest standards, thereby enhancing children's life-chances.

To support our staff in their work we pride ourselves on high quality continuous professional development led by our acclaimed Outwood Institute of Education whose aim is to recruit, develop and retain the best staff possible.


Outwood Grange
Academies Trust's
vision is:
Students first

THE VALUES OF OUR TRUST



We feel we are effective because:

- we have a vision and set of values which hold us all to account;
- we have a model for school improvement which is underpinned by a collaborative culture across our Trust;
- we have a curriculum model which is fit for purpose both academically and financially;
- we recognise that we work within accountability frameworks: National Schools Commissioner/Regional Schools Commissioners; Ofsted; Department of Education; Education Skills Funding Agency etc.
- we have a scheme of delegation which enables us to be both responsible and accountable to the communities we serve.

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1. We always put 'Students First': we care deeply about children;
 2. We want to be known for our track record in raising standards: we are obsessive about results;
 3. Our staff are experts in their field and through the Outwood Institute of Education (OIE) we will always aim to recruit, retain, develop and deploy both our own staff and help to develop the education system as a whole; in particular, supporting the development of multi-academy trusts, to the best of our ability;
 4. We want to transform the life-chances of our children by focussing on raising standards, particularly in the basic skills of literacy and numeracy as well as in employability skills so that our students have the best possible start in life;
 5. We believe that local children should attend local schools and we are not selective in our admissions: we are fully inclusive and welcome children from vulnerable groups, eg SEND, Looked After Children, etc;
 6. We play our full role in local behaviour partnerships/hard to place protocols;
 7. We follow the guiding principles of School Teachers Pay & Conditions and National Joint Council conditions of service and want to work positively with professional associations and actively involve them in our decision making;
 8. We always put collaboration before competition and will never do anything detrimental to a young person, member of staff, school or college in a neighbouring community;
 9. We believe in the implementation of a systematic model: our 7 strand transformation model, across our multi-academy trust which enables every individual academy and all our academies collectively, our 'family of schools', to raise standards significantly and transform children's life-chances. Individual academies are encouraged to retain and develop their own unique local community links and character alongside our transformation model; and
 10. The Trust will ensure that it creates 'capacity in advance of need' at every level of the organisation. Decisions to support new schools will be led by the capacity available and in our confidence that our existing academies continue to perform. Parents/ carers and students would quite rightly never forgive us if standards in our existing academies declined.

“We want to transform the life-chances of our children”

OUR CURRICULUM - PRIMARY



Our primary curriculum model is built on collaboration across all the academies within the primary family of schools. Our engaging and inspiring approach centres around six key themes which are visited annually:

- Explore
- Discover
- Create
- Imagine
- Invent
- Inspire

Our primary academies provide a broad and balanced curriculum through creative and innovative approaches to teaching and learning. Across all subjects our curriculum frameworks promote high standards through progression in both the acquisition of knowledge and skills.

An Outstanding Early Years Curriculum

Our Early Years settings are welcoming and engaging and support our youngest learners in discovering and developing the early building blocks for successful learning. Through a balance of teacher-directed and child-initiated learning, children engage in enquiry, discovery and reflection in order to become confident in expressing their ideas, happy to make independent choices, proficient in ICT and keen to explore the world around them. The stimulating and challenging indoor and outdoor learning environments provide an exciting context for developing an early love of learning.

Innovative Approaches to English and Mathematics

Daily teaching of English and Mathematics both as discreet lessons and across the wider curriculum enable our children to reach high standards by the end of both Key Stage 1 and Key Stage 2. Children's progress across our academies is high, regardless of starting point.

The whole school progressive framework for English provides children with real-life and engaging purposes and audiences for reading, writing, speaking and listening. Daily teaching of phonics and spelling is highly interactive and enables children to secure at least age-related expectations in these core basics. Children read widely and often across the curriculum supported by our use of innovative ICT based systems which track children's developing fluency and depth of comprehension.

Learning from international practice, our approach to mathematics involves two short mathematics lessons each day. Using our 'same day intervention approach' children's learning is personalised at the point of need to ensure that they are challenged and supported to acquire new skills and knowledge each day. Children develop fluency and depth within the curriculum and as a result they grow as confident mathematicians.

A Collaborative and Creative Approach

Our primary curriculum model is delivered in a thematic approach built on collaboration between all of our academies. Children collaborate within their academy as well as between other Outwood academies and schools around the world. The 6 Trust-wide annual themes of 'Explore', 'Discover', 'Create', 'Imagine', 'Invent' and 'Inspire' provide a commonality of approach across our academies whilst at the same time allowing classes to innovate and personalise their learning. The curriculum is based on real-life contexts for learning with opportunities to celebrate and share outcomes with a range of audiences.

Developing the Whole Child

The Outwood learning model ensures that children develop the characteristics of good learners and the vital skills required for the next phase of education and work.

We have 3 expectations which underpin our work:

- Be safe;
- Be respectful;
- Be responsible.



“Children develop fluency and depth”


OUR CURRICULUM - SECONDARY



We firmly believe that all children, irrespective of their starting point, are entitled to a broad and balanced curriculum. To that end, we are delighted to offer an innovative and knowledge rich curriculum, which enables any student within our academy to fulfil their potential and develop the all-important skills and qualities, which will serve them well in later life.

We operate a two year (7 and 8) Key Stage 3 with our Key Stage 4 curriculum run over Years 9, 10 and 11, rather than the two years (10 and 11) which were traditionally advocated. This additional year is one of the hallmarks of our curriculum. This, along with the permanent, supernumerary subject specialist directors of English, maths, science, humanities, modern foreign languages, computer science and the arts, who work across all the academies within the OGAT group, are key to helping teachers add the maximum value that we can to a child's education.

Alongside these important subject specialists, we also deploy specialists in Special Educational Needs and Disabilities and Attendance: regular attendance is critical to a child's success.



We fully support the entitlement that students have to study the group of qualifications, which the government calls the English Baccalaureate (EBacc): a GCSE grade 5 or higher in one English, mathematics, two sciences, one humanities subject (geography or history) and a modern foreign language.

To allow students to spread the examination load in Key Stage 4, and help them achieve a balance in their studies, up to two non-EBacc subjects can be studied and taken at the end of Year 10. This possible early entry option also helps students prepare for the further examinations that they will take at the end of Year 11 and can often be a real turning point in a student's education. Our highly flexible Key Stage 4 curriculum allows us to create personalised guided pathways for our students.

As part of our core values, there will be the opportunity to have additional time for English or mathematics, for those who need it. We do this in the full knowledge that further and higher education, as well as many employment opportunities, require students to have attained a good level (GCSE grade 5 or higher) of literacy and numeracy.

“...we are delighted to offer an innovative and knowledge rich curriculum”

OUR CURRICULUM - SECONDARY



“We are determined to ensure that every student has the best possible chance of success.”

Religious Education/SMSC

As part of our commitment to spiritual, moral, social and cultural development (SMSC), students study religious education within the academy's Life programme. In addition to specific content delivered through the Life programme, students also experience SMSC across other curriculum areas. Life lessons also promote students' personal, social, health and citizenship (PSHCE) development and understanding. For further information on our approach to PSHCE please see the OGAT Relationship and Sexual Education Policy on the OGAT website.

Personalisation through Setting

We are determined to ensure that every student has the best possible chance of success. To this end, we personalise the learning provision for every student in the core subjects of English, maths and science by placing each student in a learning group that is appropriate to their ability. Every student will be stretched, challenged and supported through this personalisation of the curriculum.

Enrichment

In every one of our academies a vast number of after-academy enrichment activities take place each week and we also offer breakfast clubs prior to the academy day. Students are provided with opportunities to add depth to their learning and develop personal skills through a rich and varied enrichment programme. Students will have the chance to enjoy new experiences and consolidate their timetabled learning through this programme. Further detailed information on the opportunities available to students can be found in the academy's Enrichment Brochure.

Key Stage 3

During Years 7 and 8, students will study a broad and balanced curriculum which includes English, maths and science. Students will also study a range of expressive arts subjects, geography, history, religious education through the Life programme, computer science, technology subjects, a modern foreign language and physical education.

Key Stage 4

Students will start studying GCSE or equivalent courses in Year 9. These will include English (including English Literature), mathematics and science (which includes physics, chemistry and biology). Students will also study physical education and the Life programme.

During Years 9 to 11, students will study a variety of Guided Pathway courses. These courses will all contribute to the qualifications a student will gain over the duration of Key Stage 4.

16-19 Study Programme Requirements

All our Post 16 pathways are designed to provide structure and a challenging personalised learning programme. Every student in Years 12 and 13 will study a combination of academic and/or vocational qualifications which are linked to their future plans. Students who embark on a study programme who do not yet have a grade 4 or higher in mathematics or English will be required to work towards the achievement of these qualifications as part of their programme. The pathways that students follow will maximise progression opportunities onto the next stage of their education, employment or apprenticeship.

Citizenship and promoting British Values permeates our whole curriculum

PLEDGES



Pledges are a key part of the Outwood philosophy. The aim of the Pledges is to enhance student life experiences at and beyond the Academy.

The Pledges initiative ensures that students understand the value of extra-curricular involvement within and outside of the academies. Through meeting the ten Pledges, that range from attending enrichment activities to organising fundraising events, students gain confidence, develop existing knowledge, learn new skills and valuable life experiences that will help to prepare them for life beyond school. Pledges encourage our students to get involved, make new friends and take pride in themselves and all they do.





- Pledge 1** Regular attendance at an after Academy activity or club
- Pledge 2** Represent the Academy in either a sporting, cultural or academic event
- Pledge 3** Take part in an Outward Bound residential programme
- Pledge 4** Attend a national sporting, academic or cultural event or performance at a major venue
- Pledge 5** Take part in an Academy production or event either on stage, behind the scenes, or in an administrative capacity
- Pledge 6** Take part in a formal presentation to an audience using ICT/multi-media
- Pledge 7** Be actively involved in an international experience either within the Academy, UK or abroad
- Pledge 8** Be actively involved in some form of community experience, within or beyond the Academy.
- Pledge 9** Help plan, organise or participate in a major fundraising event within the Academy or the community
- Pledge 10** Contribute to the development of the concept of sustainability whilst at the Academy


POST 16



Outwood Grange Academies Trust is committed to raising standards for all children and our Post 16 provision plays a crucial role within this.

Across our Trust students embrace a broad and challenging curriculum that combines A-level and Level 3 BTEC qualifications; alongside these many of our students complete the highly regarded Extended Project Qualification.

Our Post 16 provision gives students the opportunity to engage in a wide range of extra-curricular activities including debating teams, the Duke of Edinburgh Award and many more subject specific enrichments.



As a Trust we are determined to raise the aspirations of the communities we work in and as such we offer a comprehensive programme to any student planning to attend an Oxbridge or Russell Group university; symposium lectures, university experiences and engagement with the Social Mobility Foundation and the Sutton Trust all help support our students as they plan their next step. Furthermore we recognise that in an increasingly competitive and global employment market it is essential that our students are supported in locating and applying for higher level apprenticeships with some of the world's leading companies; working with Careers Inc (our independent careers education, information, advice and guidance partners), all of our Post 16 students complete a work experience placement and receive personalised and bespoke advice throughout their Post 16 journey.

We utilise what works for our students in Key Stages 3 and 4 and ensure our robust tracking and intervention model underpins excellent outcomes at Key Stage 5 as well.

Post 16 provision across Outwood Grange Academies Trust helps young adults forge their future life chances and, ultimately, equip the communities in which we work with the talent and opportunities required to help enable their growth and regeneration.

“As a Trust we are determined to raise the aspirations of the communities we work in”

OUTWOOD INSTITUTE OF EDUCATION



Outwood Grange Academies Trust is proud to have six academies designated as National Teaching Schools:

- Outwood Grange Academy, Wakefield
- Outwood Primary Academy Kirkhamgate, Wakefield
- Outwood Academy Portland, Worksop
- Outwood Academy Ripon, Ripon
- Outwood Academy Adwick, Doncaster
- Outwood Academy Acklam, Middlesbrough

Together, these academies form the **Outwood Institute of Education Teaching School Alliance**.

What is a Teaching School?

Teaching schools give outstanding schools a leading role in the training and professional development of teachers, support staff and headteachers, as well as contributing to the raising of standards through school-to-school support.

Schools will work together within a teaching school alliance – a group of schools and other partners that is supported by the leadership of a teaching school. This will include all those schools that benefit by receiving support, as well as strategic partners that will lead on certain aspects of delivery. Alliances may be cross phase and cross sector, work across local authorities and may include different types of organisations.

What is the Outwood Institute of Education?

The Outwood Institute of Education is a large, geographically spread, cross phase alliance which is open to any school or academy, not just those within our Trust. We currently have eighty six members of the alliance, made up of secondary schools, primary schools, special schools, a hospital school, higher education institutes, educational consultants and educational agencies.

As well as offering training and support for their alliance themselves, teaching schools are asked to identify and co-ordinate expertise from their alliance, using the best leaders and teachers to:

1. Play a greater role in training new entrants to the profession
2. Lead peer-to-peer professional and leadership development
3. Identify and develop leadership potential
4. Provide support for other schools
5. Designate and broker Specialist Leaders of Education (SLEs)
6. Engage in research and development

Membership to the alliance is free and there are two types – Strategic Partners and Alliance Members.

The Outwood Institute of Education strives to ensure the best outcomes for children in all schools. By working together to create a network in which outstanding practice is shared and staff are given access to world class professional development, we aim to ensure that every child receives the best education.

The Outwood Institute of Education has the vision that every school is welcome into the alliance; be that secondary, primary, outstanding schools or schools in challenging circumstances. We are an inclusive and geographical wide alliance who will support any school in becoming a Teaching School in their own right.

Highlights of our current work include:

Initial Teacher Training

We are a provider of the School Direct Programme, working in partnership with Sheffield Hallam University and the University of Durham. We train over 60 trainees a year, in both primary and secondary, providing an outstanding experience for our trainees and workforce supply for our alliance across the North of England.

Continuous Professional Development & Leadership Development

We are delivering the Outstanding Teacher Programme and Improving Teacher Programme, and work in partnership with Ambition School Leadership to deliver the National Professional Qualifications across all levels.

As well as these licensed programmes, we continue to receive requests for bespoke training and accommodate this as much as possible, as well as running our own programmes.

School to School Support and Specialist Leaders of Education

We are delighted to have more than 70 Specialist Leaders of Education (SLE) across the OIE.

We plan to deploy our SLEs quickly, to ensure they see the benefit of their role. Some are currently involved in a Research and Development Programme, and we will be deploying some to deliver some bespoke training, requested from a number of schools.

The Outwood Institute of Education website has a pen portrait of all our SLEs and will be an avenue for schools to identify the support we can offer.

Maths Hub

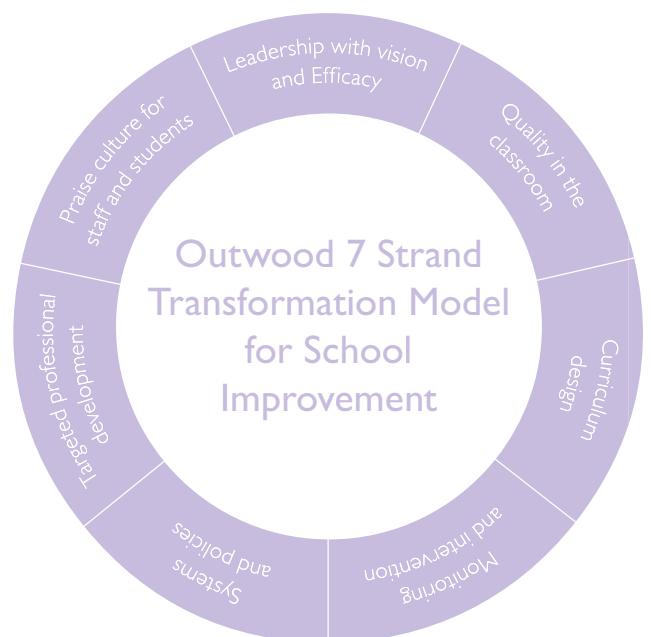
The Yorkshire and the Humber Maths Hub is led by the Outwood Institute of Education, and its key strategic partners including teaching school alliances, neighbouring schools and colleges, universities, subject associations, maths experts and employers.

SYSTEMATIC APPROACH TO SCHOOL IMPROVEMENT



The 7 strand transformation model:

1. Leadership with vision and efficacy
2. Quality in the classroom
3. Curriculum design
4. Monitoring and intervention
5. Systems and policies
6. Targeted professional development
7. Praise culture for staff and students



Systematic school improvement within OGAT is achieved through the implementation of this transformation model. We have conscientiously developed a model that has ‘tight’ systems which run ‘deeply’ through our Trust with our scheme of delegation as the enabling mechanism. Subject specialist directors, who bring permanent supernumerary capacity to all of our academies, are integral to our model and ensure that our academies develop at pace. This methodology provides comfort to our academies and their principals as we all have a shared understanding of our model and corporate responsibility to develop the entire Trust: we are a ‘family of schools’.

In order to maintain a balance between the systematic approach to the model and allow academies to maintain their own unique identity, we develop and train our staff to recognise the systems which are part of the model and describe this balance by use of the ratio 80:20 -where 80% is the Trust Transformation Model and 20% is the unique character of each individual academy. All academies, whether old or new to our Trust, continuously develop our model and also create new innovative ways of working. It is our collective corporate responsibility to ensure that this evidence-based best practice is shared across the family of schools so that all of our children can benefit.

We best describe the key concepts of this transformation process as:

- **Confident uncertainty** – we recognise that new schools/new staff will need time to absorb our transformation model and that there will inevitably be some uncertainty in the beginning. However, we are confident that collectively we will be able to continue to develop staff and that our track record will also provide confidence in our systems and practices;
- **Freedom to Excel** – we want staff to be creative, and to adapt and respond to local and individual needs, all within the framework of our vision and values, and the transformation model’s systems and structures by which we uphold them. We espouse leadership at all levels: we expect all staff to contribute to the continuous improvement of our organisation and its systems. Similarly, all staff are committed to delivering successful outcomes at the individual, local and Trust levels. Academy Councils are established to monitor local progress and performance. We aim to give all staff not only the support needed to succeed, but also the opportunity to excel. As staff and their schools develop within our model they will begin to play a full and active role in further developing our systems moving beyond mimicry of the model to assimilation and, therefore, freedom to excel based upon a deep understanding of our vision and values and the rationale underpinning our approach: living the vision; and finally
- **Corporate responsibility** – we all have a responsibility to share our evidence-based best practice amongst the rest of our Trust and across the wider school system to create a truly self-improving school-led system. We all take collective responsibility for the decisions we make and understand that if we constantly put students first we will do our very best for the communities we serve.

The transformation model is also used to undertake our Due Diligence: the lines of enquiry which afford us the opportunity to both understand the context of a school which may join our Trust and, importantly, allow us to produce a development plan detailing how the transformation model will be best implemented.

GROWTH OF OUR TRUST



Whilst we would always look to support the work of the Schools Commissioner by sponsoring additional academies, our growth as a Trust will be defined by the following principles:

1. We are only as good as our last set of results: parents and children would quite rightly not forgive us if the standards in our existing academies declined as a consequence of supporting more schools;
2. Building capacity in advance of need is critical to both our current and future performance; and
3. The formation of geographical clusters of academies affords many opportunities for school improvement therefore we will always prioritise the creation of local clusters of academies (both primary and secondary).

Outwood Academy Portland

An Ode to Outwood

To Outwood, our school, our foundation
To all the teachers, the students, the lessons
To all the years, the months, the days
To every moment which makes this journey unforgettable
And the inspiration, which makes our poetry impeccable.

You see, I have thought about this many a time
How school provides magic to light up each day
It gives us a purpose, a rhythm, a rhyme
On our journey to a success both effulgent and divine
If our future is the sculpture, school is our clay.

That very first day flashes clearly before my eyes
The corridors were bustling, teeming and alive
In that warzone I stood alone with no allies
My primary school friends having said their goodbyes,
I took the leap to No Man's Land, and so began to thrive.

Once you can navigate the inextricable maze,
Once you can recognise a smile, a familiar face,
Once you're surrounded by friends to shorten the days,
Away with the fog, that gloomy haze
And everything else seems to fall into place.

Now let's not forget the teachers, Outwood has the best kind
Who make learning a wondrous pleasure
And succeed where others are blind
Our teachers always connect, inspire and then unlock the mind
Thus dusts away the cobwebs, and reveals hidden treasure.

Suddenly geography's an adventure all across the world
All at once I live and breathe the times
That history has unfurled
Art becomes a utopia, a creative dream world
Everything fits together connected like it rhymes.

Now the melody of music is easily lost in
It's the universal language of us all
English gives us words to unlock the strength within
PE's about the taking part its more than just the win
And maths provides puzzles, to help us rise not fall.

Science helps us explore all that is true
Look at life through a lens and stare
And I know not everyone finds interest but I'm so thankful that I do
Not just in one subject but all the others too
It must be difficult to learn if the passion just isn't there.

Yet there's no way I can pretend it's all a perfect dream
With pressure, expectations, overwhelming stress
It's harder than it may seem
But with motivation and resilience, we can learn to be supreme
They provide knowledge and understanding in excess.

It's once Easter's over that the sun does really set
And the clouds of anguish and panic arrive
Students sense the exams and so begin to regret
The precious time wasted, the revision they'll forget
In torrential rain it's difficult to keep the rainbow alive.

Cramming up our minds, we pray for some sort of extension
As the never-ending homework appears
We have to get it all done; there's no time for a detention
Sitting down, feeling empty, the exam hall's bursting with tension
Despite all, that pot of gold still nears.

And even now I can see that the most must be made
Of our treasured time here these invaluable days
We can never get this time back and I've loved every minute
I think English has been my favourite, from Bronte to Shakespeare
After all it's been those skills which have managed to bring me here.

Lauren Emmens, Outwood Academy Portland

*It is always about putting students first:
raising standards and transforming lives.*



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