



Outwood Grange Academies Trust Sustained Improvement Plan 2017-2020

Welcome to the Outwood Grange Academies Trust Sustained Improvement Plan for 2017 - 2020

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Raising Standards and Transforming Lives

Ofsted Overall Effectiveness

as at 1 September 2017

Outwood Academy	Prior to OGAT Sponsorship	Most Recent Judgement
Outwood Grange Academy	Outstanding	
Outwood Academy Adwick	Special Measures	Outstanding
Outwood Primary Academy Kirkhamgate	Special Measures	Outstanding
Outwood Academy Portland	Special Measures	Outstanding
Outwood Academy Ripon	Satisfactory	Outstanding
Outwood Academy Valley	Notice to Improve	Outstanding
Outwood Academy Acklam	Special Measures	Good with Outstanding Leadership
Outwood Academy Brumby	Special Measures	Good with Outstanding Leadership
Outwood Academy Foxhills	Special Measures	Good with Outstanding Leadership
Outwood Primary Academy Lofthouse Gate	Good	Good with Outstanding in EYFS and Behaviour/Safety
Outwood Primary Academy Ledger Lane	Satisfactory	Good
Outwood Academy Ormesby	Special Measures	Good
Outwood Academy City	Special Measures	Requires Improvement with Good Leadership
Outwood Academy Bishopsgarth	Requires Improvement	Awaiting Inspection
Outwood Academy Bydales	Special Measures	Awaiting Inspection
Outwood Academy Carlton	Special Measures (Good under OGAT NLE)	Awaiting Inspection
Outwood Academy Danum	Requires Improvement	Awaiting Inspection
Outwood Primary Academy Darfield	Requires Improvement	Awaiting Inspection
Outwood Academy Easingwold	Special Measures	Awaiting Inspection
Outwood Primary Academy Greystone	Requires Improvement	Awaiting Inspection
Outwood Primary Academy Littleworth Grange	Requires Improvement	Awaiting Inspection
Outwood Academy Newbold	Special Measures	Awaiting Inspection
Outwood Academy Redcar	Requires Improvement	Awaiting Inspection
Outwood Academy Shafton	Special Measures (RI under OGAT NLE)	Awaiting Inspection

Welcome from the Chair of the Board



I was very pleased to be invited to write a brief foreword to the new Outwood Grange Academies Trust sustained improvement plan, which has been crafted by Martyn Oliver and his executives. Having said that, Martyn knows, as do I, that everyone contributes to a successful development plan and its realisation. Believing as we do in leadership at all levels, it is vital that we all play our full part in shaping the successful future of our outstanding Trust. By so doing, we 'own' the key to our continued success.

As we continue to grow, it is most important that we all share that sense of direction which will ensure that we remain focussed upon our rationale: to provide the best possible life-chances for our students through the educational experiences we offer, the outcomes we help them achieve and ultimately ensure that they are able to go on and obtain good and meaningful employment.

Our growth and success has led to OGAT being invited to work in different spheres of education at local, regional and national levels. A development plan is important in helping us to retain our sense of perspective. We shall always put our own students first; but will work to help other students in the system by sharing our expertise, but within the boundaries of our own framework.

Our organisation has benefitted from the insistence upon always appointing high quality specialist staff who are outstanding practitioners in their field: this plan should guide them in their career progression, thereby helping the education system to produce improved learning and outcomes for students. OGAT must remain a leading voice for good in education.

Therefore, on behalf of our Board and governors, I commend this sustained improvement plan to you, not only as a reference framework document for future initiatives, but also as a reinforcement of the excellent work you already undertake.

David Earnshaw
Chair,
Outwood Grange Academies Trust Board

Welcome from the Chief Executive Officer



Welcome to Outwood Grange Academies Trust's sustained improvement plan designed to drive our current and future thinking and development into the year 2020. I have formulated our strategy to be both useful and purposeful so that we can use and refer to it regularly throughout the next three years. The best sustained improvement plans in my experience are ones which are referred to constantly, perhaps becoming a little dog-eared, are written on frequently and also ones which are able to be adapted to changing circumstances. I believe that my role within this plan is to work together with our board of trustees; first, to create the vision, the strategic direction and the pedagogical model which will enable children in our Trust to flourish regardless of their background or starting point; and second, to drive through these plans for the benefit of everyone within the Trust.

My commitment and expectation is that I, along with all other leaders, will constantly seek to motivate and empower staff to have a relentless focus on their own performance and that of our children; and by forensically analysing data, ensuring that we have the best evidence-led practice and are being laser-like in our interventions. This may well require us to take tough decisions on our curriculum, structural costs and, therefore, our finances whilst we seek constantly to develop the collaborative culture across our Trust.

One of my most important roles is to build capacity in advance of need and ensure that we always have the ability to scale up without compromising the effectiveness of our existing academies. This permeates the board's and my thinking and together we understand that the Trust is only as good as our last set of results.

Martyn Oliver
Chief Executive Officer,
Outwood Grange Academies Trust

Vision: Students First

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 Outwood Grange Academies Trust have three values in common. We all:

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

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

Martyn Oliver, Chief Executive Officer

Values of our Trust

Who We Are:

Outwood Grange Academies Trust (OGAT) is a not for profit charity which sponsors primary and secondary academies. We are fortunate that our past performance has been recognised nationally and that we are regarded as one of the highest performing multi-academy trusts and the highest performing family of schools in the North of England. OGAT was one of the first multi-academy trusts first sponsoring academies back in 2009 and prior to this having a number of years' experience in running and supporting schools under National Leaders of Education (NLE) contracts. As such we have developed, and continue to develop, our model for school improvement which is focussed on creating a collaborative pedagogical model and has a transformational effect on children's life chances within very quick timescales.

All academies within our Trust work closely with each other as a 'family of schools'. Indeed, each academy individually and collectively forms the Trust: the Trust as a whole is not a separate body or group of people but rather one single organisation made up of all our academies with one single vision and shared set of values. Together we all work to ensure that all children, irrespective of their starting points, receive an excellent education. We relish the opportunity to be part of the local communities in which we work.

We pride ourselves in meeting the needs of all children in our care, including those who are most vulnerable or indeed challenging. These groups of students are a priority to us and we work closely with parents/carers in helping to raise their children's self-esteem, resilience and subsequent achievement and attainment. We understand that by significantly raising attainment, instilling high standards of behaviour within a caring and safe environment that we will improve social mobility and provide children with life-choices and life-chances - a vulnerable child will remain vulnerable for life without this core entitlement. We are committed to helping our students go on to achieve meaningful employment.

We have always had excellent working relationships with professional associations and these partnerships have reinforced our way of working. We would never do anything that would be detrimental to any child, member of staff or school in a neighbouring community. Importantly, we care as much about the results and outcomes of children in our newest academies as we do for those in our first academy. In order to effect a sustainable transformation for the communities which we serve we will always seek to work with other local education providers and in particular the primary schools which feed in to our secondary academies as these are critical to the long term future of an area.

We are serious about the part we have to play in regenerating the areas we serve by placing an outstanding school at the heart of the community.



"The high level of consistency across the Trust enables subject directors to ensure that assessments are accurate and give consistent advice and support to all teachers."

Ofsted Inspection Report
Outwood Academy Adwick



The Values of our Trust:

We believe that improving young people's life-chances is essential to developing a strong local economy. Our philosophy and values are reflected in the ten underlying principles of our trust:

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, e.g. SEND, LAC, 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.

.....
"Outwood Grange Academies Trust is a force for good in the North"

Cathy Kirby, Regional Director Ofsted

Systematic Approach to School Improvement – the 7 Strand Transformation Model:

Our Trust understands that there are five requirements in order to continue to be successful:

1. A vision and set of values which hold us all to account;
2. A model for school improvement which is both systematic and consistent across our Trust: creating a collaborative culture;
3. A curriculum which is fit for purpose both academically and financially;
4. A recognition that we all work within accountability frameworks e.g. Academies Financial Handbook, National Schools Commissioner/ Regional Schools Commissioners, Ofsted, Department for Education, Education Skills Funding Agency etc. and that we must we adhere to the highest standards of public office; and
5. A Scheme of Delegation which enables responsibility to sit with those who are accountable.

The 7 strand transformation model:

All of the strands of transformation are delivered concurrently: each relies upon the others to facilitate school improvement at pace. These strands are:

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 Outwood Grange Academies Trust 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'.

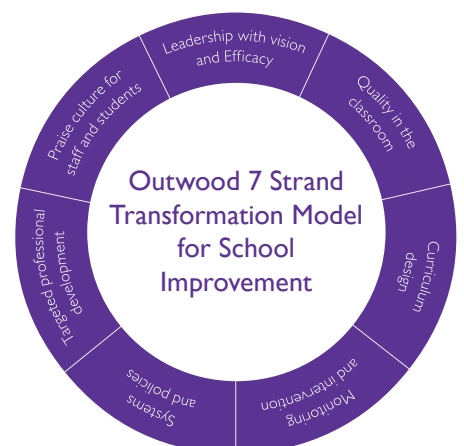
In order to maintain a balance between the systematic approach to the model and allow academies to maintain their own unique identity, we develop and train our staff to recognise the systems which are part of the model and describe this balance by use of the ratio 80:20 -where 80% is the Trust transformation 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.



Leadership with vision and efficacy – a model of effective governance:

Governance and leadership of OGAT is distributed through the following bodies:

Board of Directors (Board):

OGAT is governed by non-executive directors constituted under a Memorandum of Association and Articles of Association. This Board of Directors (Board) is responsible for ensuring that high standards of corporate governance are maintained. The Board exercises its powers and functions with a view to fulfilling a largely strategic leadership role in the running of the academies. This affords greater opportunities for collaboration not only in respect of teaching and learning but also in terms of the management of each Academy, including the procurement of goods and services.

The Board is also governed by the terms of any Funding Agreements that are in place and the Academies Financial Handbook (AFH).

Executive Board:

The Executive Board is a sub-committee of the Board and is appointed by the Board of Directors. Its purpose is to manage generally the business of the Trust within agreed financial limits set by the Board from time to time. Subject to these financial limits, the Executive Board has primary authority for the day to day management of the Trust's operations save for those matters which are reserved to the Board or its committees.

The Executive Board is the overall decision-making body for performance and delivery, under delegated authority from the Board.



“Dynamic leadership by the Trust and the Academy has raised achievement and improved teaching.”

Ofsted Inspection Report
Outwood Academy Ripon

Executive Team:

The main purpose of the Executive Team is to monitor, challenge and improve academy performance. This includes, but is not limited to:

- Academic performance of all students at every key stage;
- The implementation and consistency of the 7 strand transformation model;
- Curriculum and staffing management; and
- Financial and resource allocation.

The Executive Team is responsible for the day to day monitoring of the performance of the academies and for the educational outcomes of students, under delegated authority from the Board.

Academy Councils:

Each academy, or a group of academies across a close geographical area, has local governance arrangements in the form of an Academy Council. The Academy Council is a sub-committee of the Board. The role of the Academy Council is to carry the Trust's vision, values, policies and priorities forward, provide internal assurance/risk management and, in addition, to develop the local community and employer links.

Academy Councils are comprised of governors who are expected to question, challenge and support the academy's leadership.

Each of the above bodies have detailed Terms of Reference which set out their roles and responsibilities and function. The authority of each group is controlled by the Board via the Scheme of Delegation.

As at 1st September 2017

9

National Leaders of Education.

6

National Leaders of Governance.

6

Teaching Schools within the Trust:

- Outwood Grange Academy
- Outwood Primary Academy Kirkhamgate
- Outwood Academy Portland
- Outwood Academy Ripon
- Outwood Academy Adwick
- Outwood Academy Acklam

8

National Support Schools:

- Outwood Grange Academy
- Outwood Academy Adwick
- Outwood Academy Ripon
- Outwood Primary Academy Kirkhamgate
- Outwood Academy Portland
- Outwood Academy Acklam
- Outwood Academy Foxhills
- Outwood Academy Valley

Outwood Grange Academies Trust Board and Executive Team

David Earnshaw
(Chair of Board of Trustees)

Roland Harden
(Vice Chair)

Ralph Pickles
(Director)

Sue Hague
(Director)

Andrew Kent
(Director)

Chris Dalzell
(Director)

Martyn Oliver
(CEO & Accounting Officer)

Julie Slater
(Chief Executive Principal, Secondary)

Lee Wilson
(Chief Executive Principal, Primary)

Dr Phil Smith
(Executive Principal)

Mark Hassack
(Associate Executive Principal)

Carolyn Blundell
(Associate Executive Principal)

Lynn James
(Associate Executive Principal)

Sabiha Laher
(Associate Executive Principal)

Andrew Wappat
(Associate Executive Principal)

Sir Michael Wilkins
(Founding Chief Executive)

Paul Sorby
(Executive Director of Curriculum)

Katy Bradford
(Chief Operating Officer)

Ben Waterman
(Finance Director)

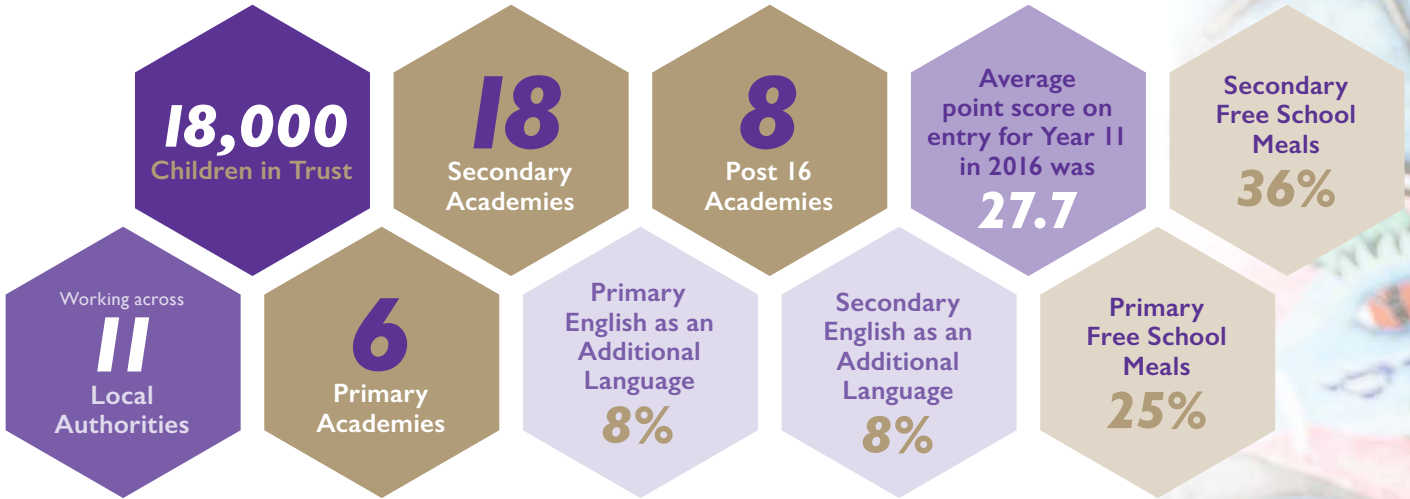
Lisa Lewis
(Director of Executive Services)

Laura Calton
(Compliance & Communications Officer)

Alison Lister
(Director of HR)

Emma Rennison
(Executive Director of Outwood Institute of Education)

Outwood Grange Academies Trust by numbers (as at September 2017)



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).

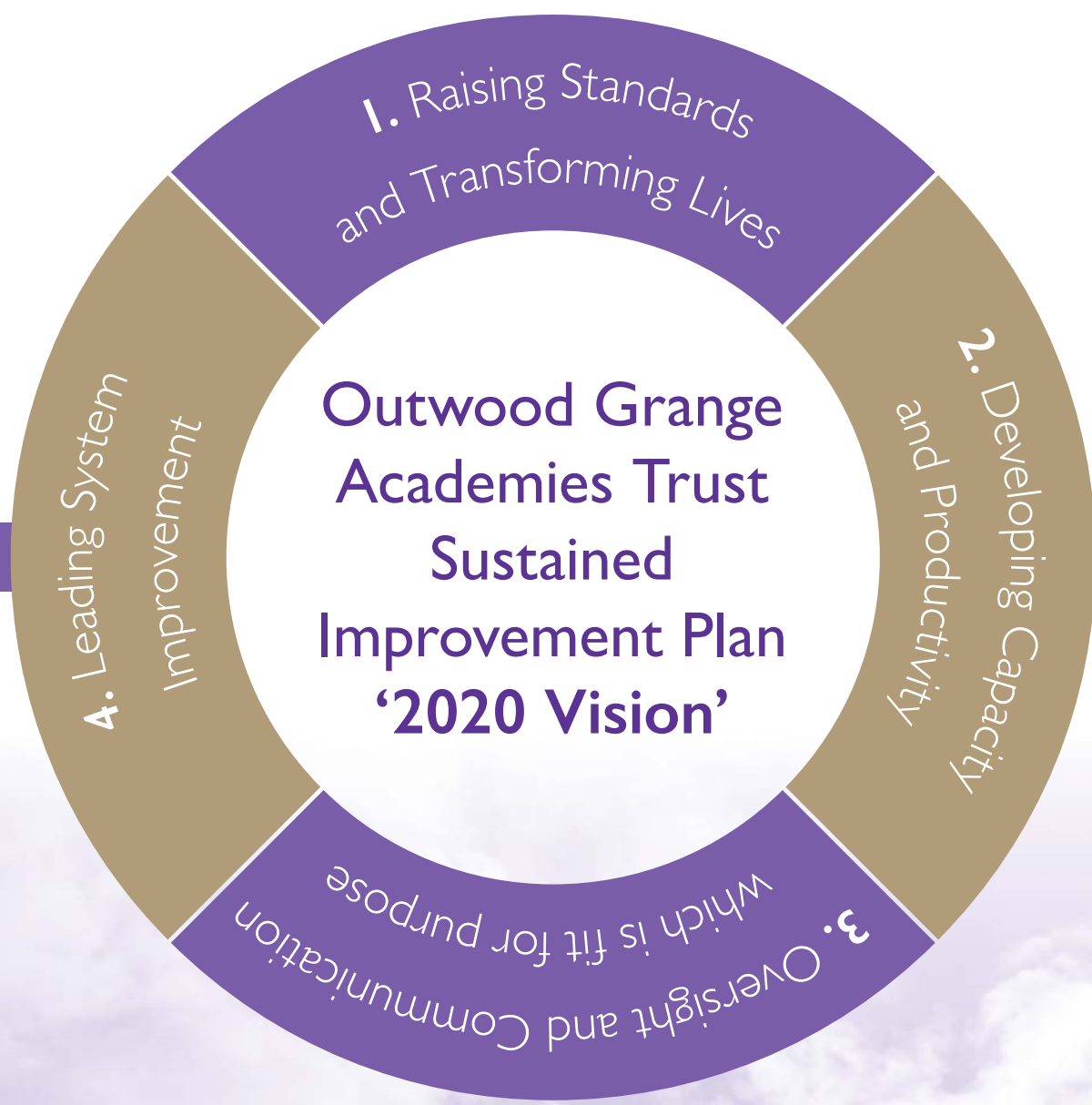


Students First
OUTWOOD
ACADEMY RIPON



Our vision and values as a Trust are clear and well-defined. We have clear strategic aims for the next three years which are set out below under four broad themes:

1. Raising Standards and Transforming Lives
2. Developing Capacity and Productivity
3. Oversight and Communication which is fit for purpose
4. Leading System Improvement



2017 → 2020

I. Raising Standards and Transforming Lives



Whilst we have performed at a very high standard we are not complacent and will always seek to improve our performance adapting to the changes and challenges we encounter. There are always some children whether they be disadvantaged; most able disadvantaged; most able, or any other particular group somewhere, who we can and must do more for – we will endeavour to find new ways to support them. Our vision is to secure the best possible outcomes for all children providing them with a happy, healthy and safe environment where they can flourish and fulfil their potential. We will never apologise for our high expectations but we will always seek to exhaust all possible solutions to support children. Life-chances and life-choices are assured by equitable access to our knowledge rich curriculum that is a core entitlement for all children within our Trust. This solid foundation supports routes into higher education that greatly improves social mobility and helps children's future employment security whilst ensuring the nation can compete in an increasingly global marketplace.



“Leaders, including those responsible for governance, have been relentless in raising standards for all pupils. They have been true to their vision of raising aspirations and maximising pupils’ life chances.”

Ofsted Inspection Report
Outwood Academy Valley

Delivering on the high level targets below across our entire family of schools will ensure that each individual academy, and the Trust as a whole, are highly regarded by both local stakeholders and the government alike and that we become the sponsor of choice for schools within our region and the archetypal multi-academy trust in the country.

- I.1** Knowledge Rich Curriculum
- I.2** Quality in the Classroom
- I.3** Life-chances and Life-choices:
The English Baccalaureate and the Facilitating Subjects
- I.4** Raising Primary Standards
- I.5** Supporting Students
- I.6** Supporting Talent in our Students
- I.7** Developing a Culture for Learning with High Expectations for all
- I.8** Careers Education and Apprenticeships

I.1 Knowledge Rich Curriculum

All children, at all levels, from Early Years through KS1 and KS2 at primary to KS3, KS4 and where appropriate KS5 at secondary, are entitled to, and will receive a broad and balanced curriculum where they will secure a solid foundation in knowledge and vocabulary. All OGAT academies will enhance their literacy and numeracy provision to ensure that all children have this core knowledge which enables success within those subjects and enables them to access the remaining curriculum. To facilitate the delivery of knowledge at the highest standard possible, our curriculum will be: **specific, cumulative, well-rounded, preparatory and rigorous**. That is:

- The **specific** content that children learn throughout the year will be clearly stated;
- Content will be **cumulative** ensuring that children develop both deep and broad understanding;
- **Well-rounded**. Not only are the arts, humanities, social and health sciences, sciences, technology (design and ICT) and sports interesting and exciting subjects in their own right but we recognise that the reading comprehension, knowledge and vocabulary that these subjects convey enriches a child's development;
- **Preparatory**, in that we will always ensure that not only is content delivered appropriate for the particular key stage but also is constantly seeking to prepare and encourage children to access further studies; and finally,
- **Rigorous**. We will teach complex and rigorous academic topics as we understand that complex topics, delivered in a carefully planned way, builds a deeper understanding and enables mastery to take place.

An effective knowledge curriculum relies on our leaders' ability to promote excellence, cultivate challenge and encourage all to embrace the struggle inherent in learning. Learning must never be too easy or its rewards lose value and its comprehension lacks permanence. Embracing educational change ensures our curriculum prepares our Trust's students for their future economic life. This is fundamental to our vision to put students first: we are relentless about raising standards and ensuring equity to transform lives.

I.2 Quality in the Classroom

Raising student achievement first and foremost rests on what happens in the classroom. Teaching excellence therefore sits at the heart of our Trust. To this end we will promote and share excellence whilst addressing any unacceptable variability, because the quality of the teaching a student receives impacts upon the quality of their education. Our continued strong leadership of teaching and learning is a key factor in our success or otherwise. System-wide improvement requires that our leaders can accurately recognise any deficits, identify where they lie, and effectively gauge how to ameliorate them. Central to this is to ensure that our leaders are skilled in judging the quality of teaching and its impact on learning providing detailed constructive feedback which pinpoints strengths, and effectively identifies the necessary developments and approaches to enhance practice.

Coherent Trust-wide quality assurance mechanisms which monitor, evaluate and provide constructive feedback ensure leaders guarantee a consistent emphasis on teaching and establish the conditions, expectations and interest that enables others to be effective. Leaders provide an accessible source of instructional advice through their involvement in staff discussions of teaching and training. All leaders should model exemplary practice demonstrating their love of teaching and consistency of purpose and approach. Investment in our leaders' ability to evaluate, analyse and support teaching creates a climate of engagement, success and innovation in which student learning flourishes.

Improved quality assurance structures designed to evaluate how well students learn will better assess the typicality of teaching and learning over time triangulating lessons, students' books and progress. Provision of quality feedback on learning processes and corrective strategies will further enhance teacher effectiveness. All identified areas for development will be linked to teachers' performance management targets and professional development, strengthening their accountability for their own practice. The design and access to professional development will enable staff to integrate their learning into their own practice and continue to develop their own thinking and professional inquiry.

Central to effective learning is high quality feedback and assessment delivered closest to the point of action. A new Feedback and Assessment Policy will refocus feedback and its impact on student learning and teachers' planning. This systemic policy change promotes a professional approach to feedback both inside and outside the classroom – teachers should select the best feedback method available to move learners forward. Feedback takes many different forms and these are to be encouraged to maximise engagement, deepen student understanding and foster responsive teaching. Teachers will have freedom to be excellent providing regular effective feedback that enables students to recognise what they can do, what they can't yet do and how they must improve.



“Students’ attitudes to learning are exemplary and they show a spirit of enquiry and deep interest in learning.”

Ofsted Inspection Report
Outwood Academy Portland

1.3 Life-chances and Life-choices: The English Baccalaureate and the Facilitating Subjects

Whilst we will always seek to provide a broad and balanced education where any child will be able to thrive and succeed in any profession in later life, we understand and recognise that it is appropriate for many, but not all, children to access the suite of qualifications at KS4 known as the English Baccalaureate (EBacc). To this end, all students will receive a basic entitlement to English, English literature, mathematics, LIFE lesson (personal, social & health education, religious education), physical education, and science (increasingly the separate sciences of biology, chemistry and physics as opposed to combined science). In addition, all students will also be entitled to attain a modern foreign language and/or computer science and/or a humanity based subject. Social sciences, arts, physical education and technology qualifications are important subjects within the Trust and will be supported and maintained. These will be offered as options to support the broad curriculum offer but we will seek to increase, year-on-year, both the number who take the full EBacc and increase the percentage of students who obtain the pass grades (grade 5+) in all of these subjects. This suite of subjects will not be compulsory for all children but our guided pathway discussions will ensure that students and parents understand that this group of subjects enables students to have greater choice at further and higher education. Similarly, and as a consequence of our increased focus on the EBacc, we will expect an increasing number of students to undertake courses from the suite of A Levels known as the Facilitating Subjects.

As a Trust which prides itself on driving up social mobility, we understand and embrace the core subjects recognising that increased attainment in these areas will not only give our children life-chances and life-choices but also facilitate this region's/country's future productivity. We have a duty to ensure that we give our students a love of learning and more importantly an ability to discover, internalise and apply knowledge because the knowledge economy students work within will be one of mutual learning and continuous innovation.

1.4 Raising Primary Standards

Our excellent performance at KS2 in reading, writing and mathematics will remain our key target in assuring that academically our children are ready to access the secondary curriculum with the core key skills that are at the heart of a knowledge based curriculum. To support this, and as our primary trust develops, we will seek to replicate the lead teacher to subject director model which works so well in the secondary academies. Furthermore, we will ensure that we offer not only the highest levels of pedagogy in reading, writing and maths but also the highest standards in the broader curriculum, which we will always ensure is balanced across the key stages. In time, and with growth of the primary trust, further subject lead teachers and directors will be developed. Recognising the high levels of attainment obtained at primary by ensuring that transition to secondary is as robust as possible, with no 'lost learning' due to replicated schemes of work and ensuring that our secondary teachers understand the primary curriculum, will be highlighted within staff development and we will maximise the opportunity for cross-phase professional development. To assist us in this, we will partner the University of Oxford in their VESPARCH (verbal and spatial reasoning for children) programme which will assist us in the identification of children's abilities. We will still seek to sponsor primaries which feed in to our secondary academies, however this, in itself, will not be a limiting factor (see growth of the trust above).

1.5 Supporting Students

One of the core values which we hold dear as a Trust is our inclusivity: we are fully inclusive and welcome children from vulnerable groups, e.g. those with Special Educational Needs and Disabilities (SEND) and Looked After Children (LAC), etc. All students, and all particular groups of students, will be supported to the best of our ability and we will continue to seek to provide exceptionally high (well above national averages) progress and attainment scores for these students at all levels so that they have the best chance of not being 'vulnerable' for life. To this end, not only will we continue to develop our expertise and the monitoring & intervention of all groups of students, but also, specifically for our SEND students, we will, through the systematic introduction of directors of SEND, seek to replicate the success that our subject specific directors have in their fields of expertise.

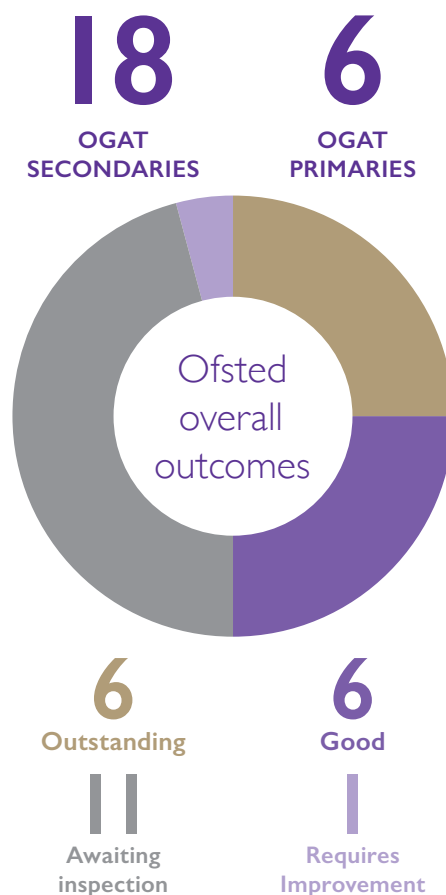


Outwood Primary Academy Kirkhamgate went from Ofsted special measures to outstanding in 4 terms.

"Pupils are extremely keen on school and eager to learn. When asked which are their favourite subjects some pupils said "all of them"."

Ofsted Inspection Report
Outwood Primary Academy Kirkhamgate

As at September 2017





1.6 Supporting Talent in our Students

Through deep collaboration, our academies will pool their resources and links to further and higher education establishments. We are not an academically selective trust, and we are not seeking to select within our Trust. However, to support our most able students, by exposing them to a greater number of similarly able students and providing greater access to events which will encourage their development, we will systematically arrange regional and Trust-wide events to support them. This will be at all levels from primary to Post 16, and will include such aspects as director masterclasses, trips to Russell Group and Oxbridge universities, lectures and scholars' programmes.

We recognise and embrace all forms of talent whether it be academic, artistic, sporting or any other. Consequently, our support of our talented students will include such events as annual primary and secondary sports at regional stadiums, arts events at regional theatres and encouragement of student entry to national and international competitions and programmes to support and recognise talent in all subject areas/ disciplines. We will seek to support all students in both our own events and events which our talented students may undertake outside of academy hours.

Our clear expectation is that Outwood students will be increasingly represented at Russell Group and Oxbridge universities. Further, we expect an incremental increase in the number of students, year-on-year, who study courses and programmes which are of demonstrable benefit to the economic productivity of both the region and country: we recognise the value of a wide variety of Post 16 and Post 18 courses. However, we do understand that study must lead to productive employment. Therefore, we will track NEET figures and destination data to affirm an annual improvement.



“The overwhelming majority of students are successful in going on to education, employment or training after they leave the academy.”

Ofsted Inspection Report
Outwood Grange Academy

1.7 Developing a Culture for Learning with High Expectations for all

High academic standards are made possible by a relentless focus on learning and a knowledge foundation which has strength and depth. This best occurs in an environment that places the right to learn, undisturbed by others, at its heart. We are unapologetic in our belief that students are taught responsibility for their own behaviour. Our staff hold high expectations for attitudes to learning and consistently balance discipline with academic learning conversations and rigour. This ensures students' self-esteem is linked to learning not to negative, attention-seeking behaviour. Our student-centred ethos and the efficacy of our shared systems foster engagement, providing a climate for learning that enables sustained concentration in lessons and rewards effort. Everything we do in school must ensure quality learning because we are serious about raising student achievement and the behaviours that engender this.

Drawing a line which is clear and understood by all is good behaviour management practice, having a consequence when the line is crossed, meaning what we say and doing what we mean by issuing the consequence fairly and equitably and never cancelling it once issued is also good parenting. We recognise that some students, by the very nature of growing up and testing boundaries, will make mistakes and poor choices – we will always remain constant, offering the clear and consistent expectation that it is the behaviour that they display and not them as individuals that we will not tolerate. Behaviour is always about the choices a young person makes, the vast majority of students show impressive personal and social responsibility, but for some this may result in fixed and even permanent exclusions as a result of their non-compliance and serious or persistent breaches of our policy. Highly effective training of staff and effective communication and shared expectations with all stakeholders will support the significant reduction of the behaviours which lead to exclusions in each of our academies on an annual basis. Moreover, we will work with local authorities and, where possible, seek to create partnerships with outstanding providers of alternative education which we can utilise to ensure that all children have access to appropriate provision.

We will further develop our Praise culture by disseminating best practice across our Trust and by constantly seeking out innovative ways to promote and teach good behaviour.

All academies will be able to input data on behaviour quickly and easily, monitoring and improving intervention as appropriate via the development of the consequences data system on our Outwood OCloud (see below).

1.8 Careers Education and Apprenticeships

We will continue to develop our independent careers education, information, advice and guidance service and ensure that we support an increasing number of students to attain secure and meaningful further and higher education, training and apprenticeships. We will increasingly seek to develop partnerships with training providers and employers to secure placements for our students and seek to ensure that our students have the skills that they, and the country, require. The development of the workplace skills will increasingly be supported by our curriculum and specific events (careers fairs, work experience at KS5, enterprise and employability skills etc.). We will also foster deeper links with the Careers & Enterprise Company and seek to develop our Future Generations project across our Trust and region.

We will further develop careers education within our primaries to promote engagement with the community so that children are aware of the world of work and have high aspirations for their future. To support this, we will promote the use of our 'learner model' which develops essential workplace skills which are: listening, communication, organisation, cooperation and investigation, and workplace qualities which are: respect, resilience, independence, confidence and creativity.

Research lays out a clear blueprint for good career guidance¹

Young people need:

- 1. Encounters**
with employers, with workplaces and with further and higher education
- 2. Information**
about jobs and how the curriculum connects careers
- 3. A plan**
tailored to individual needs and supported by guidance



¹Good Careers Guidance, Sir John Holman, Gatsby Foundation 2014

²Contemporary transitions: Young Britons reflect on life after secondary school and college 30 January 2017 by Dr Anthony Mann, Dr Einaz T. Kashetpakdel, Jordan Rehill and Professor Prue Huddleston

³Employer Engagement in British Secondary Education: Wage Earning Outcomes Experienced by Young Adults 21 March 2013 by Dr Anthony Mann (Director of Research and Policy, Education and Employers) and Christian Percy



FOUR OR MORE ENCOUNTERS

Young adults who have 4 or more encounters with employers while at school are 86% less likely to be NEET²

They are also likely to earn around 18% more during their career³

Effective encounters create context and meaning around careers, helping young people build the judgement to successfully transition from education to employment.

2. Developing Capacity and Productivity



Building capacity in advance of need is critical to the success of the Trust. This capacity building must be at all levels of teaching and support staff. We recognise that teacher recruitment is challenging. However, we remain confident in our ability to staff our academies with experts because of our reputation, the ability of the OIE to train our own staff and the power that an organisation the size and strength of OGAT can bring with our model of retaining a centrally deployed team of supernumerary subject directors to enhance pedagogical practice. The benefits of offering an attractive experience to excellent staff should not be underestimated. This is a time when resources are tight and this is a challenge but again one which we can meet. We are recognised as a pre-eminent multi-academy trust for our financial assuredness and astute decision-making with curriculum led financial planning practice at the heart of our organisation's structure.

Delivering on the high level targets below across our entire family of schools will ensure that each individual academy, region and the Trust as a whole, is developing capacity at all levels, obtaining value for money for the taxpayer and ensuring that our students and staff are learning and working in an environment which is fit for purpose.

- 2.1** Growing as a Family of Schools
- 2.2** Recruiting, Developing, Retaining... and Deploying the best staff – Transforming Outwood
- 2.3** An environment which is conducive for learning
- 2.4** Subject expertise
- 2.5** Financial Health
- 2.6** Employee engagement



“Staff morale is high and contributing strongly to the quick improvements that are being made.”

Ofsted Inspection Report
Outwood Academy Foxhills

2.1 Growing as a Family of Schools

We will never place ourselves in a position where we are having to sponsor schools in order to balance the financial commitment of the Trust. Simply put, we will remain true to the growth plan as described earlier. We have no specific ambition to grow beyond our current size, but we will not refuse to sponsor schools if they meet our own tests. We will however recognise that we do not have to sponsor academies ourselves in order to offer support to the system (please see Leading System Improvement section below). As and when our Trust develops and it becomes clear that we have not only the human but also the physical capacity within regions, then we will seek to develop a 'regional hub' system whereby the work that is held currently in the central office is devolved further in areas such as finance, HR, estates teams etc. The Trust model (see page 30) and the staffing within this has been developed to make it fit for purpose not only now but also to allow for growth through the replication of roles and responsibilities.

2.2 Recruiting, Developing, Retaining and Deploying the Best Staff – Transforming Outwood

The Outwood Institute of Education has developed in to a highly regarded Teaching School Alliance which serves both the Trust and the wider system. As we develop more formal and informal links across the system as a System Sponsor and through our proposed Northern Alliance of Trusts (see below), the OIE will be the vehicle used to recruit, develop and retain our own workforce and to support others across the sector.

Innovative routes to secure the best professionals to train to teach will be supported by the OIE. As the Trust develops, we will seek to secure links with Higher Educational establishments who share our vision and values and can meet the demands of a large regional Trust: we will ensure that we recruit trainee teachers who are able to serve the whole of the North, East Midlands & Humber and West Yorkshire regions. The OIE will develop both a plan and a model which will facilitate this expansion. Through the Northern Alliance of Trusts, with our partner trusts, we will share ITT provision making the Alliance a force for good within ITT by providing a teacher workforce which will ensure that the north is an educational powerhouse within the country.

We will develop on the outstanding work of the Yorkshire & Humber Maths Hub by seeking to create, together with our Northern Alliance of Trusts partners, other subject specialist hubs especially those of English and science.

Linking with all areas of the Trust, under the umbrella of the Organisational Development wing (see Trust model), the deployment of our professionally developed staff will ensure that students are supported by experts in their respective fields. To this end, using a combination of our own funds and external funding, the Trust will support those staff seeking to obtain further qualifications whether this be through apprenticeship routes or by undertaking a doctorate: supporting the very highest standards of education for both our students and our staff is at the heart of our educational philosophy with career-long professional development known as 'Transforming Outwood'.

We will make best use of both apprenticeships and the apprenticeship levy by creating positions where genuine development of labour and skills can flourish. Apprenticeship posts will be built systematically in to our organisation with excellent links to training providers in each of our regions.

2.3 An Environment Which is Conducive to Learning

Providing an environment for learning which is healthy, compliant and ultimately fit for purpose is the right of every child within our Trust. Unfortunately, we have inherited (sponsored) many schools which do not meet these criteria. We will develop and utilise a robust due diligence process which will inform us of the physical condition of schools in scope for sponsorship and ensure that we make decisions to support schools with the full knowledge of the impact financially on our existing academies, whilst balancing the strong desire to support those children who have been receiving a poor education. Once we have sponsored a school, we will ensure that we obtain the very best value for money in improving the estate. We will utilise the expertise within our Trust and create additional capacity too so that we utilise, and where necessary create, a compliant framework to access the marketplace making our capital expenditure meet the needs of as many academies as possible. Furthermore, we will assist each local authority where necessary in the creation of additional school places either through the extension of our existing provision or through the creation of new free schools to ensure that parents have the choice to attend an outstanding local school in the heart of each community.



"Pupils' behaviour is of the highest order. Pupils look after one another exceptionally well and take their responsibilities seriously."

Ofsted Inspection Report
Outwood Primary Academy Lofthouse Gate

Committed to improving learning environments

Across the Trust we are investing millions of pounds in the fabric of **all** of our academies. In the next few years this will include multi-million pound investments in; Outwood Academy Ripon, Outwood Academy Easingwold, Outwood Primary Academy Ledger Lane, and Outwood Primary Academy Kirkhamgate.



2.4 Subject Expertise

Our subject directors are the driving force at the forefront of improving the quality of teaching and learning across the Trust. We will develop this workforce ensuring that they are always exposed to high quality professional development. As the Trust grows, we will develop a cluster/regional model whereby teams of directors are focussed within a tighter geographical spread reducing the travel time and ensuring that these groups are synonymous with the creation of regional trust groups.

2.5 Financial Health

The financial climate that we operate in has become significantly tighter in recent times: maintaining our model so that it remains fit for purpose will always be at the core of our planning. In order to support existing academies whilst retaining the reserves to manage successfully in difficult times we will formalise our 3C model: Contingency (reserves), Capital (money identified to meet capital expenditure plans) and Capacity (the creation of a fund to cover the cost of the initial transformation process for example, managing any changes in staffing costs – and by developing flexible supernumerary staffing which we are able to deploy to the next school that we support). We will be clear that in order to never place our Trust at financial risk each of these three budgets must be maintained at a prescribed level before any additional commitments are made upon them. Furthermore, we will ensure that we are financially fit for purpose by developing sophisticated benchmarked data where we are able to identify savings whilst balancing the needs of our academies at an individual level (see OD Function).

Our finances will continue to be underpinned by our Curriculum Led Financial Plan (CLFP) which ensures that our curriculum is designed and staffed efficiently and effectively across all key stages. A new Trust-wide CLFP, known as CLFP+, will be developed to facilitate Trust level curriculum planning. We will ensure that education and operations remain aligned and engaged in the financial performance of the Trust through regular stakeholder reviews with clear and concise financial reports, performance management and the OD function. We will also review our performance frequently and seek to be as productive as possible, developing where relevant procurement services to make sure that we direct as much of our revenue as possible to high quality frontline services.

2.6 Employee Engagement

We pride ourselves on our staff retention rates and want to be known regionally as a good trust and employer. We will never take our workforce for granted and will constantly seek to ensure that our practice puts students first and maintains a work/home balance so that staff are able to have both a successful professional career and a happy healthy family life: this is what we want for our students and quite rightly what we want for our staff too. To achieve this, we will review our policies and practices to make sure that our students obtain the best service from us first and foremost but also to question the demands made upon our staff when policies are introduced or updated. We will ensure that all staff have access to career long high quality professional development – Transforming Outwood (see above) – supporting those who wish to stay within their current role and those who wish to progress.



“Students leave the academy well prepared for life in modern Britain and with a good understanding of British Values, particularly those of tolerance and respect.”

Ofsted Inspection Report
Outwood Academy Acklam



We are proud of our track record of developing women as leaders within our Trust. As at 1 September 2017, 55% of all educational leaders from Associate Principals upwards to the CEO are female.



3. Oversight and Communication Which is Fit for Purpose



In any large organisation, especially one which relies upon its shared collaborative practice so heavily, effective communication across all groups and stakeholders is crucial. We will further develop, at pace, our web-based programmes to allow for the simple and cost-effective sharing of information and ensure that all staff are trained in the use of these systems and tools. At the heart of these systems is our long-established 4i model where we gather information, identify where we can make a difference, systematically intervene and lastly measure the impact before beginning this cycle again. At the heart of this process it is crucial that we have accurate information. To this end we have developed a new virtual wing within our organisation entitled, Organisational Development (please see the organogram at the back of this plan). This is an organisation-wide, systematic approach to gathering, benchmarking and then managing by exception all key information across our Trust. This approach will increase our effectiveness and health through planned interventions in our processes. The product of our interventions will always be focussed on raising standards and transforming lives. Crucial to the success of this process is accurate information.

By delivering on the high level targets below we will further inform leadership and governance, allowing management by exception thereby driving up productivity putting students first, raising standards and transforming lives.

- 3.1** Organisational Development
- 3.2** Outwood OCloud
- 3.3** World Class Governance
- 3.4** Stakeholder Communication
- 3.5** Compliance
- 3.6** Managing risk



“Trust board members and governors systematically check the performance of the school.”

Ofsted Inspection Report
Outwood Academy Brumby

3.1 Organisational Development

The establishment of a new arm of the Trust which will bring together, systematically, a competency framework covering the work on Educational Standards: primary and secondary and curriculum led financial planning; Operations: HR, estates, communication and compliance and business services; and Finance: accounts and payroll together with the work of the Outwood Institute of Education so that the aims of the OIE: recruitment, development and retention of staff also monitors how we deploy staff (strategic workforce planning) in a coherent and highly productive way to meet our overall vision of raising standards and transforming lives.

To monitor the performance of all aspects of the Trust, each area within OD will produce dashboards which will be colour-coded Red, Amber and Green (RAG) to allow for the quick and easy management of the Trust by exception: quickly and easily, directors, executives, governors and senior leaders will be able to identify performance and areas for intervention. This efficient and effective streamlining of our data will be facilitated through the Outwood OCloud (see below) with each individual academy/ function of the Trust providing its own data at a local, regional and then Trust-wide level ensuring that data is only collected once, that all information is standardised and benchmarked and that governors can access the information for themselves, should they wish, avoiding having to rely on it being presented to them to raise further the level of challenge, scrutiny and independence that they bring to the executive.

This data collection will be known as TIME (Transforming Information Management in Education) building on our Transforming Outwood brand.

3.2 Outwood OCloud

Our Systems: Praising Stars® and Consequences; Data Analytics: KPI dashboards of the OD function above which is 'lead' data and Impact reporting 'lag' data; Website and resources: Outwood.com, Vacancies, OIE, Intranet and Board Director Documents; HR, Finance and Payroll: eFinance, Payslips and Bluesky link; Helpdesk: ICT support; and Educational Visits: Evolve systems will be developed to work across all aspects (primary and secondary) of the Trust facilitating monitoring and intervention of our work.

All staff documentation will be developed and stored within the 'OCloud' to ensure that it is accessible and safely stored. Increasingly, we will move towards 'paperless' management of the Trust reducing our use of resources, driving down cost to secure that as much of our revenue as possible is spent on frontline services.

3.3 World Class Governance

Professional development of all aspects of our governance functions, Academy Council and Board (executive and non-executive), will be a priority. We will ensure that all responsible bodies have the training, data and assistance to support them in their various functions. An important aspect of this will be creation and monitoring of our OD Dashboards (see above).

Promoting the recognition of the role of governance at all levels and making sure that the non-executive and executive governance of a modern and forward looking multi-academy trust will remain at the heart of the leadership and management of our Trust.

3.4 Stakeholder Communication

We recognise that communication with internal and external stakeholders will be increasingly difficult and potentially disjointed if it is not a specific responsibility of all senior leaders and managers within the Trust as we grow in size and spread across the region. To ensure that all key partners are able to access appropriate and timely information we will develop our online systems and presence (website, OCloud, social media etc.) and formalise the creation and distribution of our Outlook magazines, prospectus, this sustained improvement plan, and the sustained improvement plans of the various academies and functions within the Trust. We will systematically develop online materials, only providing hard copies where required, so that they are easily and cost-effectively produced and distributed.

We have a proud tradition of distributing our work to the wider system and we will seek to develop on this by producing, at all levels of the Trust, publication, via recognised publishing houses, our systems, policies and practice. The work and development of Outwood Grange Academies Trust in raising standards and transforming lives, often in difficult circumstances, promoting social mobility is important to the North of England and the country as a whole and we have a duty to share this information. There are significant groups of educational leaders within our Trust who are system leaders and have much to give to the wider system. In sharing our best practice, we will continue to develop our partnerships with other providers and learn from them too: we are both givers and receivers of support.

Moreover, we will develop our parental communication systems through the use of existing and new technologies and make certain that the Academy Councils are able to create and monitor local level plans to provide key information about the activity of the Academy and the Trust.

3.5 Compliance

Being compliant with statutory guidance is obviously critical to our success. However, as system leaders we will take responsibility for developing best practice and sharing it with others. Furthermore, we will guarantee that we obtain the very best value for money in all of our projects and not allow bureaucratic processes to obstruct our commitment to give our children the very best education that we are funded to provide. We will always seek to provide value for money for the taxpayer.

In seeking to ensure compliance in internal, as well as external, policies we will develop further our core competencies framework and organisational development function providing compliance checkers and dashboards to measure the impact of our work.

3.6 Managing Risk

Our risk register will be developed and costed as an iterative process: where we set aside sufficient funds to manage our costed risks. Working under our Articles of Association and our Trust aims, we will aim to support as many children as possible whilst never placing our existing academies at potential risk. Our revised risk register will include key performance measures which we will alert responsible groups via our dashboard reporting. Training and development will be rolled out for all relevant risk managers, including our Board, Executives, Academy Councils and senior leaders. Ownership of relevant risks will then be delegated to individual academies and managed via sub-committees of the Trust Board.

Transforming Information Management in Education



4. Leading System Improvement



As a System Trust (one which reports directly to the National Schools Commissioner) we will continue to play our full role in developing a school-led system. We are passionate about promoting the ability that multi-academy trusts have to shape education in this country. As a MAT, we have more freedoms now than ever before to shape our own destiny and yet we are held to account both internally and externally at a greater level. Whilst we have these freedoms, too often MATs, and in particular, OGAT, because of our tight and deep standardised systems, are perceived as removing autonomy from schools. This could not be further from the truth and we must all tackle anyone who perpetuates this myth. Because of our highly collaborative nature all schools develop our model for school improvement. We simply consider that it would immoral to keep evidence-based best practice locked within one department or academy for the benefit of those children only when there are thousands more who would be best served by this approach.

We have a duty to perform at the highest levels for our own children and to share, and lead in the sharing of, this practice both across the North of England, where the need is amongst the greatest in the country as well across the entire system as a whole. Our intention will always be to make a difference to children's lives and social mobility.

4.1 Northern Alliance of Trusts

4.2 Givers and receivers of support



OUTWOOD

Institute of Education

"I can honestly say it has been the best professional development I have had which has contributed to improving my classroom practice."

Outwood Institute of Education
'Maths Matters' Delegate

4.1 Northern Alliance of Trusts

Working with and for the National Schools Commissioner, we will create an alliance of multi-academy trusts in the North of England who are able to support themselves and the wider system. We recognise that we do not need to sponsor every academy ourselves nor grow so big that we cannot guarantee outstanding practice. However, we do recognise that for some schools in difficulty, currently we are too often the only MAT with the available capacity in some areas of our region to support such schools. We are proud that we have developed two Chief Executives who have gone on to lead their own significant trusts and that we have seconded staff and given professional development, policy and practice to them. We recognise and welcome that over time we will receive support back from these trusts as they develop both our and their own outstanding practice.

To take this work to the next level, formalising our relationship with these trusts but also working with other trusts in the region, we will develop partnerships which will see us create and share internally to each other and externally as directed by the Schools Commissioners, capacity to intervene, especially prior to, or immediately after schools get in to trouble but before sponsors are found. Furthermore, we will support hard to reach areas and Education Opportunity Areas and develop compliant frameworks to obtain value for money when procuring goods and services: the size and scale of this alliance will be significant. This will also provide us the opportunity to develop shared practice and enable us to support, together, hundreds of new teachers to the profession.

4.2 Givers and Receivers of Support

We have proudly shared our best practice freely and at cost but also recognise that many of our staff spend hundreds, and together thousands, of hours developing their evidence-led best practice. In order to protect and recognise the contribution of these staff, ensure the widest possible coverage of our practice and professionally distribute our work, we will cooperate with publishers to produce high quality materials for all to use. Alongside this, many of our internal tracking systems are recognised by others as of great value and so we will work to develop these systems to enable them to be used not only internally but also externally.

We will develop even greater links with other trusts, especially through the Northern Alliance of Trusts to establish both formal and informal sharing of practice.



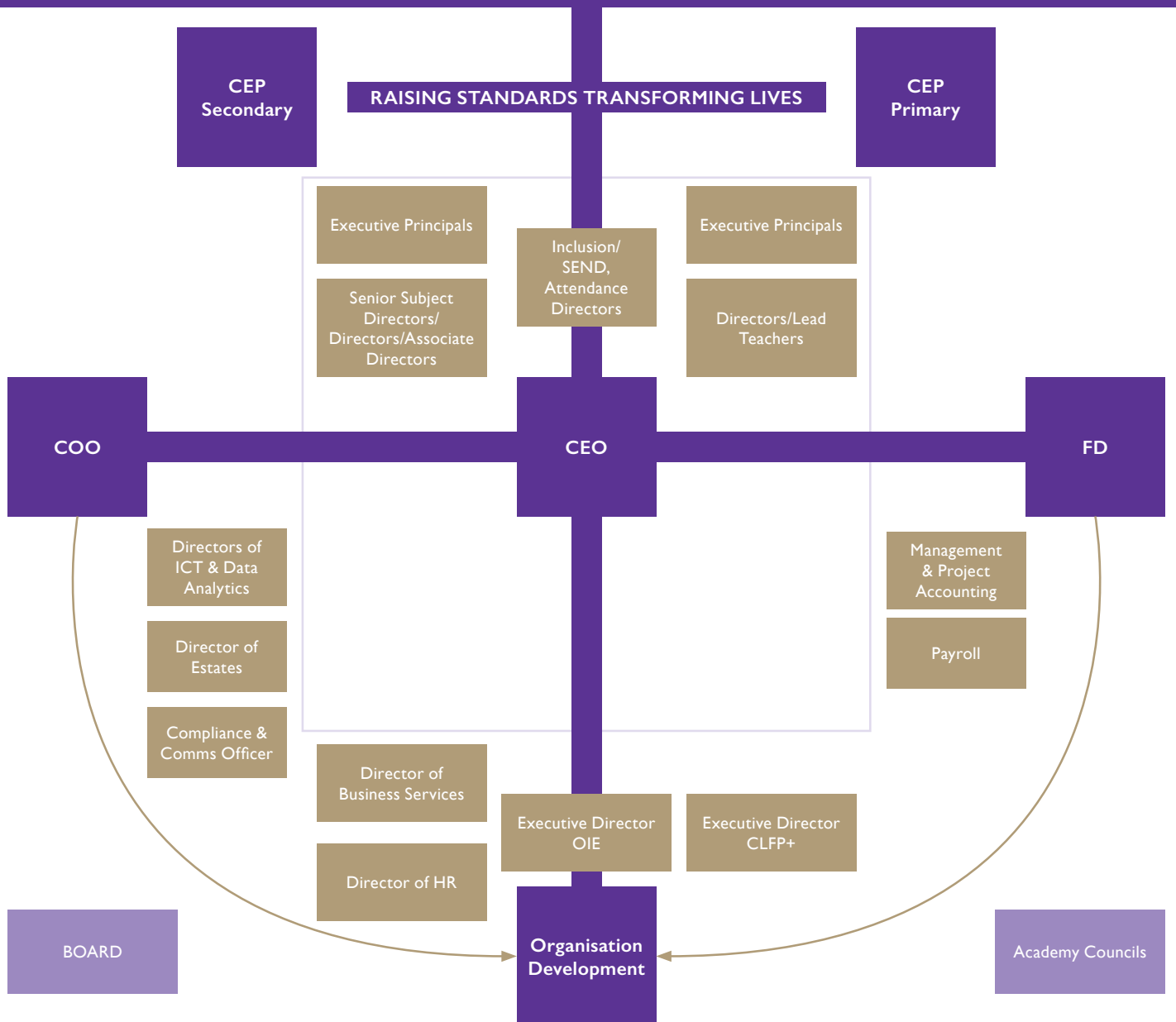
.....
“The remarkable performance of Outwood Grange Academies Trust schools is a tribute to [all staff] and to the children and young people who attend your schools. They and their families are, of course, the most important beneficiaries of everything that you do. It is extremely heartening to think of what the data and practice [you have developed] means in terms of childhoods and life chances that have been transformed”

Sir David Carter, National Schools Commissioner



The Trust Team Model

OUTWOOD GRANGE ACADEMIES TRUST



The Location of our Academies as at September 2017



● Secondary

- 1. Outwood Grange Academy
- 2. Outwood Academy Adwick
- 3. Outwood Academy Ripon
- 4. Outwood Academy Valley
- 5. Outwood Academy Portland
- 6. Outwood Academy Brumby
- 7. Outwood Academy Acklam
- 8. Outwood Academy City
- 9. Outwood Academy Foxhills
- 10. Outwood Academy Bydales
- 11. Outwood Academy Newbold
- 12. Outwood Academy Shafton
- 13. Outwood Academy Carlton
- 14. Outwood Academy Ormesby
- 15. Outwood Academy Bishopsgarth
- 16. Outwood Academy Danum
- 17. Outwood Academy Redcar
- 18. Outwood Academy Easingwold

● Primary

- 1. Outwood Primary Academy Ledger Lane
- 2. Outwood Primary Academy Kirkhamgate
- 3. Outwood Primary Academy Lofthouse Gate
- 4. Outwood Primary Academy Darfield
- 5. Outwood Primary Academy Littleworth Grange
- 6. Outwood Primary Academy Greystone

Framework for Academy Development Planning

41	TARGET	INFORMATION			INTERVENTION			IMPACT		
		Where are we now?	IDENTIFY Where do we want to be?	How will we get there?	Timescale	Funding Int/Ext	Lead	What will be the impact?		
	I.1 Knowledge Rich Curriculum									
	I.2 Quality in the Classroom									
	I.3 Life-chances and Life-choices: The English Baccalaureate and the Facilitating Subjects									
	I.4 Raising Primary Standards									
	I.5 Supporting Students									
	I.6 Supporting Talent in our Students									
	I.7 Developing a Culture for Learning with High Expectations for All									
	I.8 Careers Education and Apprenticeships									
1. Raising Standards and Transforming Lives										

41	TARGET	INFORMATION					INTERVENTION				IMPACT	
		Where are we now?	IDENTIFY	Where do we want to be?	How will we get there?	Timescale	Funding Int/Ext	Lead	What will be the impact?			
	2.1 Growing as a Family of Schools											
	2.2 Recruiting, Developing, Retaining... and Deploying the Best Staff – Transforming Outwood											
	2.3 An Environment which is Conducive for Learning											
	2.4 Subject Expertise											
	2.5 Financial Health											
	2.6 Employee Engagement											

2. Developing Capacity and Productivity

41	TARGET	INFORMATION			IDENTIFY			INTERVENTION			IMPACT	
		Where are we now?	Where do we want to be?	How will we get there?	Timescale	Funding Int/Ext	Lead	What will be the impact?				
	3.1 Organisational Development											
	3.2 Outwood OCloud											
	3.3 World Class Governance											
	3.4 Stakeholder Communication											
	3.5 Compliance											
	3.6 Managing Risk											

3. Oversight and Communication Which is Fit for Purpose

4I	TARGET	INTERVENTION					IMPACT
		INFORMATION	IDENTIFY	INTERVENTION	Funding Int/Ext	Lead	
		Where are we now?	Where do we want to be?	How will we get there?	Timescale		What will be the impact?
	4.1 Northern Alliance of Trusts						
	4.2 Givers and Receivers of Support						

4. Leading System Improvement

Each academy within our trust will set out, in its own sustained improvement plan, how the strategic priorities within this trust-wide sustained improvement plan are delegated and delivered within their own context.

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



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