



MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.

Trust School Improvement Framework V10



Trust School Improvement Framework

www.maltbylearningtrust.com

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School Improvement Framework

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Who we are

Established in February 2014, the Maltby Learning Trust has a single vision and set of values that resonates throughout its Academies. The ambition of the Trust is to deliver exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives.

We provide outstanding provision for children and families, firmly rooted in the context of the local community. The locality based Multi-Academy Trust model was established to secure the progression of children through their 3-19 journey, building purposeful partnerships with parents, staff, governors, local community groups and broader business partners to deliver the very best learning experiences and secure positive progression routes for every child and young person in the learning community.

Our partnership arrangement provides a sustainable model for school improvement and supports a programme of community regeneration and transformation. We ensure that each of our Academies maintains its unique identity at the heart of their communities, engaging with all partners and stakeholders and other high performing educational organisations, while underpinning this with a rigorous approach to school improvement.

Our Academies range in size from 200 to 2000 students and, as such, have varying levels of capacity and resource. Effective collaboration across our schools is an important part of who we are; as a Trust, we embrace school to school support and the sharing of good practice within and across the individual organisations. Staff both in leadership teams and beyond are actively encouraged to collaborate and build partnerships, working both within and across the age ranges, to create and deliver the best possible learning experiences for every student within the Trust.

Our team of leaders and staff have a proven track record of success, and we are committed to learning from each other and believe that everyone has something to offer. We believe in recruiting, developing and retaining a talented workforce across every level of the organisation.

“Effective collaboration across our schools is an important part of who we are”





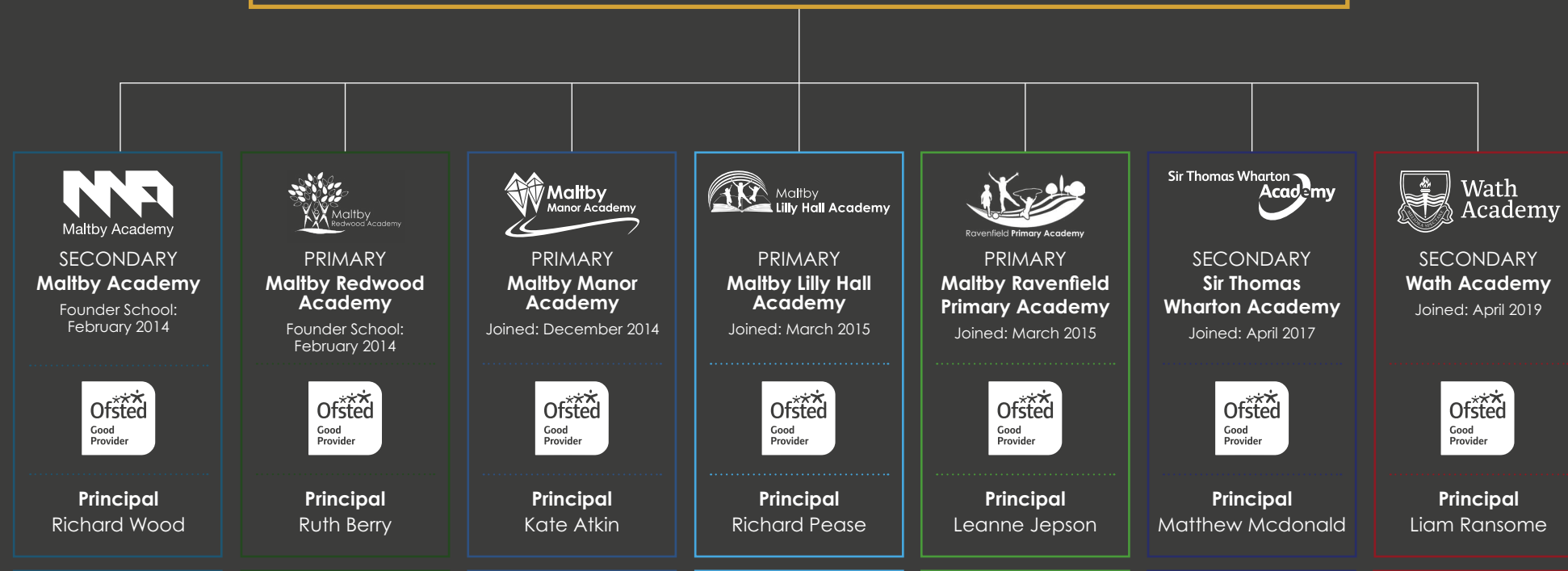
Who is this Document for?

This document is for all stakeholders who are interested in reading more about our approach to school improvement. This document will give you an insight into the seven strategic pillar model for school improvement that is implemented successfully across both the primary and secondary phases. For each strategic pillar, the document outlines the key strategies and approaches that we embed across our schools.

The list of strategies outlined is not exhaustive. Further details can be found in our Trust Strategic Plan, and the respective Academy Development Plans. Please contact us if you would like to know more about our approach to school improvement.



Seven Schools, One Trust



Each of our schools is unique and maintains its individuality, responding to the needs of the local community to provide the best possible opportunities for young people. Being part of Maltby Learning Trust, our Academies embrace school to school support and the sharing of good practice.

Leaders actively encourage collaboration and partnership working, both within and across phases, to create and deliver the best possible learning experiences for every student and every member of staff.

Learning Through Collaboration

Our collaborative work ensures the development of outstanding teachers, subject specialists, tutors and associate professionals. The Trust has a strong pipeline of experienced leaders with a record of transformation in education.

Our staff share an ethos of raising aspirations, unlocking potential and securing the best possible future for all the children and young people attending our schools.

The Trust promotes professional collaboration through a network of whole school leadership and subject specific Driver Groups, which provide the vehicle for researching, developing and sharing best practice to ultimately impact on practice across the Trust.

All staff within the organisation have a part to play in the Trust/Academy school improvement process and as such, the seven pillars feature to some extent in everyone's daily practice.

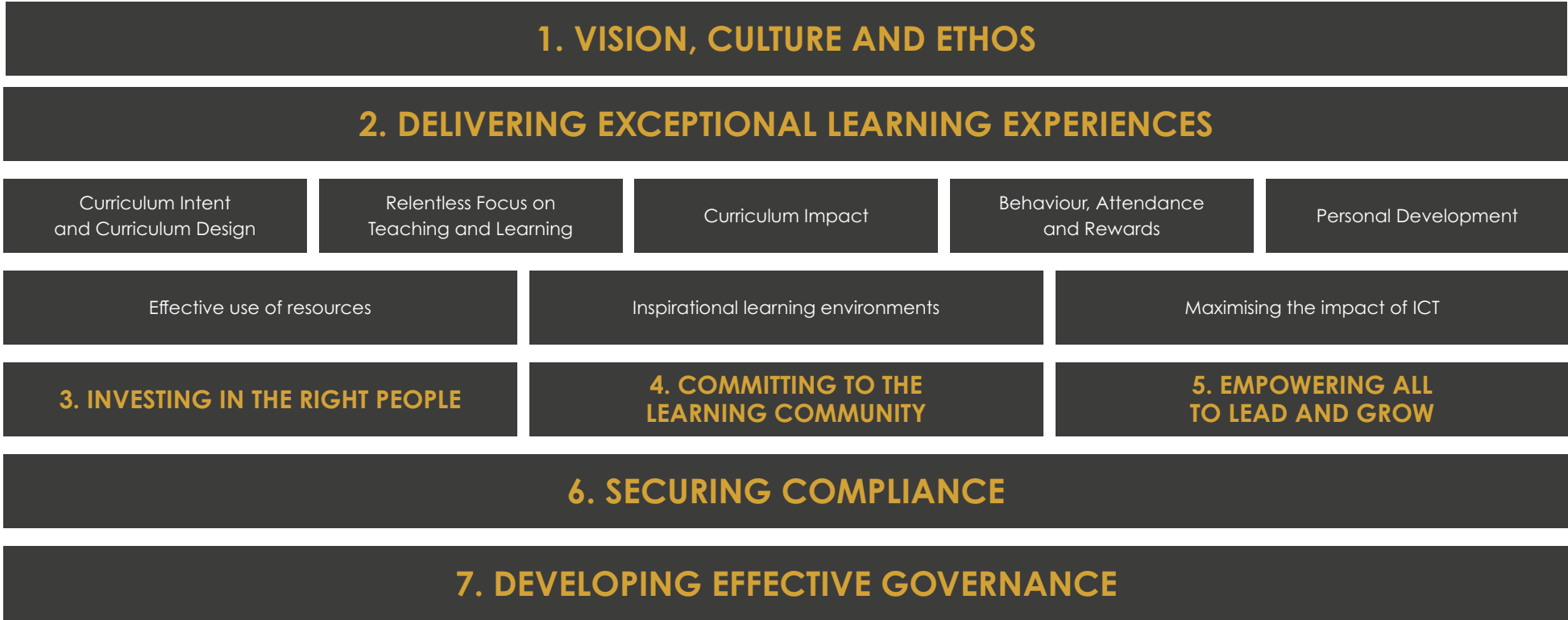
Seven Strategic Pillars of School Improvement

At Maltby Learning Trust we have adopted a single plan approach to school improvement based on a seven strategic pillar model.

These seven strategic pillars of school improvement run through the whole organisation, from the Trust Strategic Plan, through the Academy and Business Development Plans, into the Individual Departmental or Phase specific Development Plans.



Seven Strategic Pillars of School Improvement



Our Vision

The vision statement is a declaration of the Trust's overarching aspirations of what we hope to achieve. The vision is a broad description of what the Trust is trying to produce or become. It will inspire people and motivate them to want to be part of and contribute to the organisation.

Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives.

“The vision is a broad description of what the Trust is trying to produce or become.”

Our Culture

Culture refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how our Trust and the individual Academies function.

The culture of the Trust results from both conscious and unconscious perspectives, interactions, and practices, and it is shaped by our vision, values and professional behaviours. Students, parents, teachers, administrators, and other staff members all contribute to the culture, as do other influences such as the community in which the Academies are located, the policies that govern how we operate, and the principles upon which the Trust was founded.

Our culture overarches, underpins and seamlessly runs through everything that we do. We lead by example, using and deliberately over communicating our model to create a high aspiration and high performance culture. We focus leadership discipline in all that we do: discipline to keep to the vision; discipline to keep things simple and discipline to execute things with high levels of consistency and accuracy.

MLT Model for Creating Culture





Our Moral Purpose

It provides a moral direction for the Trust that guides decision making and establishes a standard for assessing actions. The values and behaviours support the vision, shape the culture, and reflect what the organisation values and stands for. They are the Trust's principles, beliefs, and philosophy.

The values statements and professional behavioural framework are also known as the code of ethics. The values statements and behavioural framework defines what the Trust believes in and how people in the organisation are expected to behave with students, with each other, with parents and carers, and with other stakeholders.

Act in ways that are principled, built upon a clear set of personal values. Passionate about making a positive difference to the lives of all children, families and communities.



Pillar 1: Vision, Values and Professional Behaviours

Vision

Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives.

Moral Purpose

Act in ways that are principled, built upon a clear set of personal values.

Passionate about making a positive difference to the lives of all children, families and communities.

Please see the Trust Professional Behaviours Framework and Development Guide for more information.

Values

Investing

In the Right People



Committing

To the Learning Community



Empowering

All to Lead and Grow



Professional Behaviours

Self Awareness

Reflective, Tactful, Emotionally Intelligent

Integrity

Honest, Fair, Transparent, Principled

Positivity, Resilience and Emotional Maturity

Optimistic, Hopeful, Confident, Solution Driven, Resilient

Personal Drive

Innovative, Self Motivated, Energetic, Ambitious

Alignment

Dedicated, Loyal, Committed to the Organisation

Responsibility

Dependable, Organised, Flexible, Accountable

Relationships and Relating to Others

Respectful, Good Listener, Authentic

Collaboration

Supportive, Inclusive, Coherent Team Player

Holding to Account

Challenges, Supports, Provides Clarity, Consistency

Impact and Influence

Persuasive, Compelling, Relentless, Credible

Inspiring Others

Enthusiastic, Energised, Champions Others

Developing Others

Empowers, Enables, Provides Support, Challenges Others

Thinking



Analytical Thinking

Conceptual Thinking

Curiosity and Eagerness to Learn

Pillar 2: Delivering Exceptional Learning Experiences

Curriculum Intent and Curriculum Design

Curriculum Led Financial Planning (CLFP)

All our schools use a CLFP framework to model and deliver financially efficient curriculum and staffing models in line with the agreed Trust benchmarks.

This efficiency and approach allows all our schools to finance and deliver the Trust school improvement approaches.

The use of benchmarking and comparative data ensures that finite resources are deployed for maximum impact.

Further strategies and framework priorities can be found in the Academy Development Plans

“Planned experiences deliver the breadth, vocabulary and skills students need to prepare for the next stage of their education.”

Ambitious Curriculum Model

Each Academy's curriculum is rooted in a deep understanding of the context of the community it serves, underpinned by a rigorous common approach to planned progression in learning. Carefully sequenced, ambitious curriculum plans ensure that students build their knowledge and understanding in a structured manner.

Planned experiences deliver the breadth, vocabulary and skills students need to prepare for the next stage of their education.

All Academies have a generous and well sequenced Personal Development programme focusing on Character Education, robustly planned relationships, Health, and Sex Education (RHSE), Life Skills and Religious Studies.

Our secondary Academies have a robust tutor time programme focussing on Votes for Schools and Character Education, while in primary are underpinned by Core Learning Characteristics - focussing on the key qualities children need to be successful.

Curriculum Documentation

Each Academy's curriculum intent is embedded securely and consistently via robust suites of documentation:

Secondary Academies	Primary Academies
Academy Intent	Academy Intent
Department Intents	Subject Intents
39-week plans (Annual subject overviews)	Sequencing and Progression Grid
Sequencing and Progression Grid	Substantive and Disciplinary Knowledge Maps
Schemes of Work	Exemplification Materials
Lessons slides	Shared Planning Approaches

Approach to SEND

All schools have a clear and transparent graduated approach to SEND.

Ambition is planned into the curriculum for all students, no matter what their individual needs and the assumption is that all students can access a challenging curriculum. With the appropriate scaffolds and support, all students are given a chance to succeed.

SEND provision across all phases is driven by a close collaborative SEND group who work together to innovate and quality assure provision. Close ties between the primary and secondary phases and external partners ensure that best practice is identified and built upon.

The Trust Secondary Academies have a central Director of Inclusion who oversees the provision, including coordination of SEND audits, peer reviews and partnership with the Primary Phase. Collaboration is driven via the Driver Groups to maximise expertise and share best practice.



Relentless Focus on Teaching and Learning

A Focus on Teaching Typicality

We believe that the quality of day to day teaching is the key driver to school improvement. All quality assurance, professional development and feedback is based on teaching typicality, striving to make our day to day practice more effective and impactful.

MLT Teaching and Learning Standard

The MLT Teaching and Learning Standard is a framework for teaching and provides clarity about what we expect in our classrooms every day, across all our schools.

It outlines what we consider to be the essential features of great teaching and ensures a consistency to all teaching dialogue, discussion and feedback. Operating within this framework we still expect creativity, flair and individual styles to flourish.

This framework mobilises the best evidence informed research for every teacher.

Professional Learning and Development (PLD)

We aim for all staff to be excited about fulfilling their role even more effectively. Through the Early Career Framework, whole Academy led PLD, the Leadership Development Programme and a culture of professional reading and research, we keep developing staff to be even more impactful.

Video Technology

Video Technology (IRIS) is used in all our schools to drive the improvement of teaching and learning. All teachers take part in Teaching Triads each half term, which are used to provide self reflection and peer to peer support.

Phenomenal Learning Environments

We place a great emphasis and focus on creating phenomenal learning environments both within and outside the classroom. In all our Academies, inspirational high-quality display is used to exemplify excellence and motivate students for learning.

Further strategies and framework priorities can be found in the Academy Development Plans



Curriculum Impact

Ambitious Target Setting

The Trust's target setting mechanism ensures that ambitious targets are set for all learners and a genuine belief is built and developed in both staff and students.

Academic Intervention Strategies

Our bespoke 'Achieve' intervention strategies are built into Year 2, 6, 11 and 13 to ensure our students deliver optimal performance in each key assessment year, ensuring they get the grades they deserve.

The 'Achieve' strategies are clearly budgeted in each Academy as part of the Trust approach to school improvement. We aim to support our students to overcome any barriers they face by enabling them to achieve highly when it really matters.

Investment in Learning

Our Secondary 'Investment in Learning' framework ensures that all teachers have the highest expectations of their students. The framework provides clarity on what is expected from the students regarding effort and attitude, homework, oracy and response to feedback.

In our Primary Academies, rewards based around our Core Learning Characteristics motivate students to have the very highest expectations of themselves and build the characteristics which will enable them to be successful in secondary education and beyond.

Common Assessment Calendar and Rigorous Assessments

We use a common assessment calendar across the Trust which enables us to maximise expertise and drive collaboration around assessments, moderation and standardisation.

Standardised formative and summative assessments ensure that data is comparable and rigorously moderated. Analysis through swift and rigorous Pupil Progress Meetings (PPM) and Raising Attainment and Progress (RAP) meetings ensures that all data directly impacts on teaching and learning and makes a measurable difference in the classroom.

“We aim to support our students to overcome any barriers they face by enabling them to achieve highly when it really matters.”





Behaviours, Attendance and Rewards

Primary Behaviour Provision

Our primary Academies have a consistent approach to behaviour which is adapted for the context in which they are placed. Through clear expectations and a strong understanding of personal responsibility, backed up by dedicated pastoral support, our primary Academies develop independent, well rounded confident young people who are ready to access the next stage in their education.

Consistency of Approach

We implement all our systems with a consistency of approach. We constantly aim for 100% consistency, from 100% of the staff, 100% of the time.

The consistency of approach is applied to all our systems including the uniform standards, morning entry routines, behaviour management and expectations in assemblies.

Alternative Provision

Each secondary Academy has a bespoke onsite Alternative Provision which enables them to put in place the relevant curriculum and provision to ensure it can meet the needs of students with Social, Emotional and Mental Health (SEMH) needs.

Staff Presence and Active Support

Leaders and staff are active and high profile across the Academy. Leaders greet children every morning and consistently deliver a supportive presence around the Academy at all times. Leaders regularly offer praise, feedback and support, relentlessly driving educational standards.

Attendance Strategies

Attendance is rigorously monitored. Our unique and proven attendance strategies are effectively implemented in each Academy.

The attendance strategies are clearly budgeted for in each Academy as part of the Trust approach to School Improvement.

Rewards Strategies

Our individualised and proven rewards strategies are consistently implemented, ensuring all students who meet day to day expectations over time are rewarded.





Personal Development

Character Education

We firmly believe that your qualifications will get you the interview, but your character will get you the job.

Across the Trust we place a great emphasis on character education. Throughout their time at school, students receive weekly lessons, experiences, seminars and assemblies which focus on developing their character.

Our primary Academies focus on developing character through enabling students to experience a wide range of 'Exceptional Experiences' aimed at developing character, whether this be through industry links, community partnership or cultural experience. Alongside this, the approach with Care Learning Characteristics is the golden thread at the heart of our Personal Development approach.

In our secondary Academies, all students engage in 'Votes for Schools' sessions every week. Through these sessions they engage in current affairs debates and structured discussions, further developing their cultural and global awareness.

Enrichment and Extra-Curricular Activities

We really value and promote enrichment and extra-curricular activities. All our Academies provide a range of experiences to develop students sporting, musical, artistic and academic talents, along with opportunities to publicly celebrate these through exhibitions, performances and competitive sport. We rigorously monitor attendance at these activities and ensure that these are positively promoted to benefit all learners.

High Quality Pastoral Support

Academies have trained, in-house pastoral specialists with dedicated time to offer one to one or group support.

Our primary Academies have trained specialist pastoral workers on site, available to work with any child requiring support. Additionally, our secondary Academies have a Pastoral Year Leader and Academic Year Leader supporting each year group. Furthermore, we have a team of mental health specialists who work across all our Academies offering more specialist support to those in greatest need.

Curriculum Guarantees and Pledges

Throughout our curriculum, we deliver guaranteed experiences, curriculum pledges or student experience passports, ensuring that all our Academies provide challenging and inspirational experiences to all children and young people.

We ensure that all students will visit national museums, experience the theatre, spend a night away from home, learn a musical instrument and meet people outside of their social group.

Maximising the Impact of ICT

ICT provides better access to educational resource, improves the quality of learning, increases teacher productivity and acts as an effective tool to remove certain barriers to learning for children and young people. ICT enhances students' participation which improves their success rate.

Effective use of Resources

Effective resource management helps the organisation reduce costs, improve efficiencies and boost productivity. We utilise a range of tools to benchmark Academy and Trust financial performance to aid decision making at all levels. Our Academies ensure value for money through centralised procurement of services and products.

Inspirational Learning Environment

We place a great emphasis and focus on providing inspirational learning environments designed to motivate students to learn and support a variety of different teaching styles. The quality and organisation of the spaces, furnishings, and materials maximise the learning opportunities and the engagement of every learner.

Pillar 3: Investing in the Right People

Effective recruitment

Highly successful recruitment systems, enable effective and efficient application, selection and on-boarding processes.

Carefully targeted advertising has the appropriate reach and breadth to ensure we attract the best people to every role.

Unlimited TES packages ensure we are able to test the market and be in a position to constantly recruit the best talent.

Induction and Probation

All staff receive a high quality induction, including key training packages and system familiarity in advance of start dates. Staff support continues after joining the organisation, with a named induction mentor and a structured probationary period supporting new colleagues to join the Trust successfully.

Further strategies and framework priorities can be found in the Academy Development Plans

Health and Well-being

All Academies prioritise staff well-being and mental health and are working towards achieving the Gold 'Be Well @ Work Award'.

As part of this commitment, we offer all staff access to professional counselling services, preferential access to Health Care Plans and proactive approach to tackling staff workload.

Recruitment Incentives

The Trust has a number of staff incentive schemes to support employee recruitment and engagement, and to provide an acknowledgement of effort.

Their overall aims are to motivate, attract and retain talent. It's helpful to think of them as a collection of rewards and benefits:

- ✓ Contributory salary pension scheme
- ✓ Family friendly policies
- ✓ Free parking at all sites
- ✓ Generous holiday entitlement
- ✓ Confidential in-house EAP
- ✓ Specialist counselling support
- ✓ Personalised professional learning and development
- ✓ Gym membership at chosen secondary facilities
- ✓ Leadership development for all





Pillar 4: Committing to the Learning Community

Parental Engagement

Our secondary Academies run termly Parent and Community Advisory Boards (PCABs) which enable leaders to effectively engage with parents and other community groups to drive school and community improvements. In addition, primary Academies run a range of parent engagement activities, including regular opportunities for parents to learn alongside their child.

Civic Leadership

We see the Trust as a civic structure and we believe we have a duty to engage with other MATs and civic actors for the wider benefit. Civic work is a conscious part of Trust activities.

Our schools are 'anchor institutions' in their communities and make strategic contributions to the greater social good.

Student Voice

Leaders in all our Academies ensure that highly effective and meaningful engagement takes place with students. Student voice is continuously used to further improve the educational offer. Our Academies have high profile Student Leadership Teams which meet regularly, feeding into the school improvement process and impacting positively on the quality of provision across the Trust.

Marketing and Branding Guidelines

We have created a Trust brand and suite of documentation, including websites, which gives the Trust a unique identity. This work, aimed at improving and raising the profile of each school in its local community, is a key marketing strategy, leading to an increase in the number of students coming through our doors.

Effective Communication

We know that effective Academy communication is paramount in fostering great relationships with the local community. We strive to continuously improve the way we communicate with our community.

Our Academies utilise a range of communication mechanisms to maximise the effectiveness of our community engagement.

Pillar 5: Empowering all to Lead and Grow

Professional Learning and Development for all Staff

At MLT we have a specific approach to Professional Learning and Development (PLD) across the Trust. We believe that all staff need to improve, not because they're not good enough, but because they can be even better.

We expect all staff to have a burning desire for continuous improvement and refinement. We actively drive PLD for all our staff, at all levels, regardless of position. We offer a wide range of continuous Professional Learning and Development activities and opportunities.

"We actively drive PLD for all our staff, at all levels, regardless of position."



Our Approach to Appraisal

We have streamlined our approach to appraisal and removed all the red tape and bureaucracy.

We have adapted a 'growth mindset' approach where the emphasis is placed on 'improve' rather than 'prove'. We start from the point that all staff will progress and have a successful year. As outlined below all staff receive regular good quality line management which provides a high standard of professional challenge and support in equal measure.

Robust and Effective Line Management

All Trust staff receive regular, high quality line management to enable them to focus on their strengths, recognise areas for development and ultimately become as effective as possible in their role. This regular good quality feedback really drives improvement and performance.

MLT Leadership Development Programme

As part of our unwavering commitment to developing leaders, we offer a range of highly impactful leadership development opportunities. The Leadership Development Programme is our flagship offer, delivering high quality leadership learning to aspiring leaders across the organisation.

Associate Leadership Roles

We offer a range of Associate Leadership roles to colleagues across the Trust. These development opportunities enable our leaders of tomorrow to experience senior positions, learning from established leaders whilst building their knowledge, experience and understanding in role.

Collaboration Groups

We place a great focus on purposeful collaboration, maximising expertise across the Trust, driving standards for all.

We have developed a network of collaborative Driver Groups, in all areas of whole school leadership and across all subjects, that continues to move our practice forward. Formed of highly effective colleagues from across the Trust, Driver Groups research, develop and cascade best practice, seek innovative solutions, and look to constantly refine and improve our approaches, which then directly impact on practice back at the chalk face.

Investing in the Future

We are passionate about investing in the next generation of school professionals. Whether teachers, associate professionals or apprentices starting their working life, we support our people to achieve the very best they possibly can, ensuring a high quality experience for our young people for years to come.



Pillar 6: Securing Compliance

Business Systems and Controls

The reporting lines in the Trust are clear and appropriate, having regard for the nature, scale and complexity of the organisation.

The duties of individuals and departments are segregated in such a way as to reduce opportunities for financial mismanagement or contravention with the requirements and standards outlined in the financial regulations or Academy Trust Handbook.

Assessing and Managing Risks

Risk management across the Trust is seen as a highly collaborative exercise. It is recognised that it cannot be confined to a single department or individual, and cannot be performed on an adhoc basis inside operational silos.

Leaders in the Trust/Academy share the ownership of risk and it forms an important part of Senior Leadership Team line management meetings.

Robust Safeguarding Routines

The Trust promotes a culture of safeguarding and identifies the school as an important part of a wider safeguarding system for children.

It views the safety of children as the utmost priority and is committed to achieving and maintaining exemplary safeguarding systems and processes throughout the organisation. There is a commitment to the best possible practice which includes consistency of systems, networking within and beyond the Trust, and continuous professional development so that child protection and safeguarding is a discernable golden thread which uniformly underpins practice at every level at MLT. The Trust commissions a series of internal reviews and external audits to test the effectiveness of systems and processes across the key areas of safeguarding, medical, SEND and safer recruitment, refining our practice in light of findings.

The Trust promotes a culture of safeguarding and identifies the school as an important part of a wider safeguarding system for children.





Pillar 7: Developing Effective Governance

The Right People Around the Table

The Trust Board/Local Governance Committees (LGC) comprise of a group of people, each with complementary commercial, professional and educational skills and experience providing objective support and challenge for the Executive and Senior Leaders.

In the LGC, Governors are assigned to specific areas of the Academy, for example, safeguarding, student outcomes, attendance, behaviour etc to allow them to meet with the appropriate senior leader and drill down into this area, providing further challenge and support, prior to reporting back to the full group of Governors at the next meeting. Through this process each link Governor develops knowledge and expertise in their link area of school improvement.

High Quality Chairing

The Trust invests heavily in the identification and development of high quality Chairs. It is recognised that the culture of the Board or Local Governance Committee is largely determined by its Chair, hence the need to secure the right people in these key seats.

Leaders in the Trust/Academy appreciate the importance of building a positive relationship with the respective Chairs and have weekly contact with them to discuss progress against the school improvement strategy. A good Chair works well with school Leaders and the Governance Professional to advise and shape proposals to be discussed at the Board/LGC meetings.

The Chair facilitates the Trustees/Governors working as a team to challenge, support and contribute to the strategic leadership of the school.

Professional Clerking

The Trust employs a team of Governance Professionals who provide the necessary specialist support and advice to the Board/Local Governance Committee. They are responsible for overseeing all aspects of Governance effectiveness and compliance within the Trust/Academy, ensuring Governance adheres to good practice and meets all statutory and regulatory requirements. These colleagues are exceptional administrators who fully understand the compliance agenda in which the Trust/Academies are operating.

Knowing the Trust/Academy

Leaders in the Trust have developed a range of key resources,including Key Performance Indicator (KPI) Documents, for key areas of school improvement, that enable Trustees and Governors to gain a good picture of the strengths and areas of development within the Trust and Academies.

Each Academy uses a range of internal and external audits and review days, conducted by the central team and/or external bodies, to triangulate and validate self-evaluation judgements.

Continuous professional development enables Trustees and Governors to keep abreast of the latest good practice and further refine their effectiveness in role.



MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.

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