

# Inspire MAT Education Rationale

## 1 PRESCRIPTION

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The following Education Ethos statement and the Education Plan, are formal appendices of the Inspire MAT's Articles of Association. As such they are subject to the same provisions and conditions in respect of change and amendment as are the Articles themselves.

The Education Targets refer to the performance of the Trust and of the schools in the Trust's care. They are to be set and reviewed every three years. The reviews will be undertaken by the Education Performance Committee of the Trustees in consultation with all the Headteachers in post in the Trust's schools.

## 2 EDUCATION ETHOS STATEMENT

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The Inspire MAT will be transparently governed, maintained and managed in line with the following Ethos statement.

1. The Trust exists to promote the education and wellbeing of all the children in its care and will be engaged in a constant search for research and best practice that will enable it be a world class provider of education.
2. The Trust believes that a collaborative and participative culture is essential in order to promote educational excellence.
3. The Trust will not engage in a blame culture, and will refuse to accept anything but the best for the children and staff in its care.
4. The Trust will engage with, and encourage cooperative and supportive behaviours and practices amongst colleagues/members.
5. The Trust will always seek to maintain the independence of each of its schools and help preserve and celebrate their individuality.
6. The Trust values transparency and honesty and will promote that between schools and colleagues.
7. The Trust will have a detailed knowledge about each of its school's strengths and areas for development. This will be informed through a rigorous system of school review and regular monitoring for each school. School reviews will take place on an annual basis for all schools in the Trust, and will include a full teaching and learning review, a safeguarding review, a pupil premium review and an audit of governance.
8. Where a school is performing well, the level of additional support will be less, and the school will operate at an appropriate level of autonomy. This level of independence will link directly to the performance of schools in terms of outputs and data. Any indication that performance might be falling in a school will trigger a strong, measured and supportive intervention that draws heavily on the Inspire Teaching School Alliance and the shared skills of the schools in the Trust. The independence of the school will be proportionately reduced during the period of support and intervention and be restored at its successful conclusion.

### 3 THE EDUCATION PLAN

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The following statements are to be seen as forming an over-arching description of the approach to education that will typify the Trust. The Trust does not and will not seek to dictate practice to the schools in its care but it will always make its research and developed evidence based practice known to all Head teachers and practitioners in the Trust.

#### **Ethos Statement - 1**

**The Trust exists to promote the education and wellbeing of all the children in its care and will be engaged in a constant search for research and best practice that will enable it be a world class provider of education.**

The wellbeing of our children will underpin all of our practices and will be an integral aspect of teaching and learning.

With the understanding that healthy and well staff have the capacity to nurture positive emotional, social, cognitive and mental health in children, our wellbeing programme will have provision for staff which includes: access to relevant information linked to public health through leaflets, personnel departments within our schools and on line services; encouragement towards healthy living through intra school collaborative activities, workshops, collaborative training events and access to sports and relaxation facilities at reduced costs through partnership arrangements. Our staff will also have access to stress management and work life balance seminars through mindfulness based stress reduction training and access to counselling. Our wellbeing provision for staff will be quality assured by monitoring patterns of recruitment and retention and via annual Staff Voice surveys.

Our provision for children will begin with the quality of teaching and learning within our classrooms. This is premised on high levels of respect for children; our Trust expect all staff to model this is their everyday practice. The curriculum within our schools will promote high levels of pupil engagement and encourage all children to participate in their learning journey and the assessment of this; collaborative training opportunities will support this and the development of practice will be informed by the research and development strand of our Teaching School. Our schools will be actively encouraged to engage in research to development contextualised strategies for school improvement. Curriculum change will be informed by evidence based practice from within and outside the Trust and be responsive to changes in the national agenda for education. Our Teaching School will provide an annual training programme to meet the evolving social, emotional, mental and cognitive needs of our pupils and to ensure that new staff are well trained in these areas through our Inspire Northamptonshire ITT School Direct Training. We aim to secure pupils 'positive approach to all aspect of learning through programmes that explicitly teach children how to learn and develop resilience for learning. Social, emotional and cultural awareness will be an integral aspect of the curriculum across our schools and pupils' self- regulation and positive mental health will be developed through initiatives such as Philosophy for Children, Inquiry Learning, Mindfulness based practices, metacognition projects and any other features of successful practice and innovation which are already evident in our schools. Effective practice within our schools will serve as models for others to emulate. Wellbeing tracking

systems, already in place in some of our schools, will be disseminated across the Trust so that the social, emotional and mental health of our children is monitored and supported as required. Wellbeing provision and advice will be available to our schools through Specialist Leader deployment. Continuous training and development opportunities linked to staff and pupil welfare will be offered on a rolling programme through our Teaching School. Our staff training programme will be informed by information gathered from pupil outcomes, our Teaching and Learning Reviews, safeguarding and governor audits and other monitoring and quality assurance activities already in place.

### **Ethos Statement - 2**

**The Trust believes that a collaborative and participative culture is essential in order to promote educational excellence.**

This will be achieved through effective joint working and sharing of great practice. Smaller, geographical clusters will be formed which will operate effectively, following a model of challenge and support from local Trust headteachers. Each geographical cluster will nominate a lead headteacher. The lead headteacher will have the responsibility to communicate outcomes from termly meetings with the CEO. These smaller clusters will share some commonality regarding local issues and will meet six times during the year on a termly basis. Each geographical cluster will be expected to produce an action plan. Objectives for this will be defined by both the MAT and the smaller geographical cluster group. Termly meetings will also have a strong focus on data. Each school will share their data and focus on trends and common issues. The CEO will have an effective knowledge of all schools within the Trust and will encourage joint working on similar issues within wider collaborative groups. It will be the responsibility of the CEO to produce common objectives for the MAT and to disseminate and evaluate these with the smaller geographical clusters. The CEO will provide accountability and challenge to each school within the MAT. There will be three key times, throughout the year, where all trust schools will come together to participate in and share effective learning approaches.

### **Ethos Statement - 3**

**The Trust will not engage in a blame culture, but will refuse to accept anything but the best for the children and staff in our care.**

The Trust will bring together a family of primary schools working collaboratively - and with others - to ensure the highest educational standards. We will achieve this by using our breadth of experience and our collective best practice to build expertise, capacity and investment in our schools. We will foster continuous improvement in education across our local communities. Our schools will share a climate of high expectation and high aspiration for each pupil. High levels of support, matched with appropriate challenge, will ensure that every pupil gets the very best from each school. Our clear and simply articulated ambition, and a relentless drive for improvement from school leaders, is key to the success of each school

### **Ethos Statement - 4**

**The Trust will engage with and encourage cooperative and supportive behaviours and**

## **practices amongst colleagues across the Trust.**

The key principle underpinning our work is the notion that we all have something to learn from each other. All of our schools are considered to be equal in value and are expected to receive and give support in equal proportions commensurate with their capacity to do so at any given period of time. However, the Trust also recognises that schools will inevitably experience various levels of challenge during periods of transition or change. During this time, specific intervention will be planned to tackle key development priorities for the school. This will include a support package of training, advice and intervention determined by the Head of the school in collaboration with the CEO of the Trust and The Development Lead of our Teaching School; strengths within our schools will also be deployed to develop peer to peer for teaching and leadership. Support will be intensive until positive outcomes for pupils are restored. The Trust will seek support outside its existing provision if required. Our Trust will actively promote collaborative activities and projects across our schools which engage staff and pupils and encompass all aspects of school life and the curriculum. A community website will link schools and an efficient IT infrastructure will promote collaborative activities and opportunities. Existing systems, which identify strengths in practice across our schools, will be expanded to encourage peer learning and sharing of expertise. Our existing ITT programme will continue to meet the staffing needs of our schools, offer collaborative training opportunities for students and will continue to respond to need. The Trust will also seek to develop Key Roles within our organisational structure that enables our schools to gain shared, swift and easy access to provision that will accelerate pupil progress.

## **Ethos Statement - 5**

**The Trust will always celebrate and value the independence of each of its schools and help preserve their individual culture and practice.**

The individuality of each school will be encouraged, celebrated and preserved by the Trust. Each school is unique and has developed its own ethos in accordance with its stakeholders. The Trust will not impose approaches to teaching or a curriculum. These crucial elements are to be decided upon by the individual school, in response to the needs of its community. There are some elements which will need to be consistent across the Trust, for example, assessment and data collection procedures.

## **Ethos Statement - 6**

**The Trust values openness and will promote this between schools and colleagues.**

It is the ethos of the Trust that all schools, regardless of their outcomes/Ofsted category, have the capacity to improve. Genuine collaboration will enable this to happen. The Trust will create the capacity for further improvement for all of its schools. Strong links with Inspire Teaching School, will ensure that there is quality school to school support through a bank of NLEs, LLEs and SLEs. School improvement will build on accountability and challenge, both from the other cluster headteachers and the CEO. Data will be shared on a termly basis between geographical cluster headteachers and the overall CEO. Geographical clusters will

meet together on a monthly basis. Headteachers will provide each other with effective challenge and support.

### **Ethos Statement - 7**

**The Trust believes in independence and will link independence directly to the performance of schools in terms of outputs and data. Any indication that performance is falling in a school will trigger a strong, measured and supportive intervention that draws heavily on the Inspire Teaching School Alliance and the shared skills of the schools in the Trust. The independence of the school will be proportionately reduced during the period of support and intervention and be restored at its successful conclusion.**

The Trust will support its schools and will, through professional dialogue, expert training, visits to observe highly effective practice within our schools and elsewhere and annual review procedures, challenge them to improve, irrespective of their position on the improvement continuum. The Trust expects that all schools will improve, and sustain improvement, in relation to the national picture and in response to what our parents and children say about the quality of educational experience that our schools offer. The Trust recognises that quality teaching and effective leadership are key indicators to school improvement and will develop strategies to respond to recruitment and retention needs within our schools. The Trust will create a strong network of expert teachers who have the capacity to work across our schools temporarily to further our school improvement agenda.

## 4 THE MAT EDUCATION TARGETS

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The MAT at its start in April 2017 has 14 schools judged by Ofsted as follows:

Outstanding	14%
Good	70%
Requires Improvement	14%
Special Measures	0%

By the end of the 5 year period, namely the autumn of 2022, the Trust expects that the following targets will have been achieved by the same group of schools:

	Yr1	Yr3	Yr5
Outstanding	14 %	28%	56%
Good	70 %	72%	44%
Requires Improvement	14 %	0%	0%
Special Measures	0%	0%	0%

The MAT Trust will also set the following targets in relation to its own performance:

**[Insert some KPIs set by the Governance working party]**