

# Children come first at Sutton Education Trust.



## Our Aims for this past year have been simple.

Our schools wanted to:

- ensure we were able to put the needs of our children first and;
- to maintain the collaborative relationships that had existed between London Borough of Sutton Local Authority schools.

To do this we formalised our agreement achieving Foundation school status and the Sutton Education Trust (SET) was born on 1st February 2017.

## Our objectives for this year have also been simple

Our schools wished to:

- maintain their own ethos and character and;
- to explore the benefits of further enhancing relationships





### **Children come first at Sutton Education Trust.**

We are a group of local schools where each school's uniqueness is complemented and enhanced by our collaboration and shared values. The Trust provides additional opportunities and connections to promote high aspirations.

We achieve this by working together across our diverse community enabling us to develop and nurture the:

- child within the family
- family within the school
- school within the local and global community

Through the work of the Sutton Education Trust all children leave us ready to lead happy successful lives, as we prepare them for independence and develop the resilience to succeed

**Our mission statement was created in the autumn term**



## Our achievements this year

This report provides a summary of the progress of the Sutton Education Trust from November 2017 through to March 2018

### 1. Inspection updates

Of the 8 schools in the SET:

- 5 (Muschamp, Culvers House, Foresters, Dorchester and Beddington Infants) have been inspected in the past year and all have remained 'Good'
- High View were inspected in summer 2016 and were good
- Sherwood is due and, whilst all inspections are stressful, is expected to be at least 'Good'
- Nonsuch is exempt from the cycle of inspection and because results are high, a desktop assessment will not trigger an Ofsted.

Schools reviewed whether Foundation Trust status was still the preferred model and investigated several Multi Academy Trust models in the locality. Governing Bodies unanimously agreed to remain within the SET, recognising the autonomy and informed collaborations that it affords governance.

#### Sherwood Park School

A letter had been received from Simon Vines, Headteacher, proposing that Sherwood Park would like to remain with the SET with associate rather than full membership as this would better align the school. This will be proposed at the next board meeting. All Headteachers and the Operations Manager agreed that they wished to keep the association with Sherwood Park through associate membership.

### 2. Governance

This area has seen significant progress during the summer term. Various working groups are focusing on producing/updating a number of key documents: Articles; Scheme of delegation; governance structures and functions.

Currently the board consists of 18 members and the board is exploring splitting into 2 separate boards: 1st Tier - Headteacher and Governor from each SET school and 2nd Tier - smaller group (suggested five).

There are further proposals being considered. Firstly, that the board would divide into two separate boards. The first board would be the members of the co-operative represented by the Headteacher and Chair of Governors from every school, but in theory anyone could be eligible for nomination. Their role is around being custodians of the values and they would have a significant number of powers. They would be tasked with decisions, signed off by members, working within co-operative values.



The second group would be the board and would need to be made up predominantly of independent people with no particular interest in any one school for quality assurance. The majority of this group would not be Headteachers or Governors, giving clear accountability. It would be a mix of two from the first group from two different schools (to share the vision) and three independent others.

Between the two tiers there will be checks and balances with a role for the Operations Manager.

Stakeholders would receive an annual report.

### 3. Challenge Conversations

Challenge meetings, conducted between each Headteacher and Chris Jacobs, the Operations Manager, took place in the spring term and will next occur after KS2 data is released. These provide independent, impartial accountability and report directly to the board. The validity of these reports has been strengthened by the outcomes of the recent Ofsted inspection. Although each school receives a termly visit, the length of each visit may reflect the number of children and staff in the school.

### 4. School Improvement/accountability

The School improvement model has been under review and the Headteachers have agreed a more thorough and planned structure. This has included a proposed 1% from each school's budget (based on the basic budget minus pupil premium plus grant and rates/rent to remain fair) with options to purchase additional time if required. This way support will also relate to number of children and their level of need. This has yet to be ratified at FGBs and then the Trust Board (see also financial report).

### 5. Vision

The Headteachers have been working with Chris Jacobs creating the mission statement (above) and on the vision for the SET. The one year vision will align with the mission statement and will concentrate on this coming year: all members feeling that they belong and knowing what the SET stands for. A three year vision will focus on Belonging, Developing and Impact with a long term goal to be the best Trust in the country.

The following year will concentrate on the whole community and that sense of belonging to the SET. It will involve:

- for children, completing a special book recording their experiences and opportunities they have been afforded BECAUSE they are in the SET (including their 'powers' - see below), joint school councils and sporting events;
- for staff, developing the way they work together across the schools, eg middle leader training, moderation and assessment links;
- for parents, services available through the SET as well as researching what parents would like us to offer.

The 3 year vision would include key performance indicators such as joint INSET days. a live website ([suttoneducationtrust.co.uk](http://suttoneducationtrust.co.uk)) and:

- for children, classes linked together
- for staff, recruitment and retention



- for families, access to provision
- For partners, how they have contributed to achieving the mission

A joint INSET day has been booked for staff and governors on 19th October 2018 at the Sapphire Hotel, Croydon to develop our shared vision.

## **6. Partners**

The SET is also seeking partners. Crystal Palace Football Club have engaged in this process and a number of potential opportunities have been identified including interventions as well as the more obvious sporting links. Each school can have their own days for P.E. curriculum but then share some of the extra programmes which could be paid for by the central SET fund. If a school only had a few children for a programme they could join another group.

## **7. Joint activities**

It has been very noticeable that the benefits to be gained from joint working are beginning to come to fruition and this bodes well for the future.

## **8. General Data Protection Regulations (GDPR)**

The SET schools have worked together to secure a group discount with a Judicium Education . They will ensure each school meets all GDPR requirements: providing advice and guidance when needed, creating and maintaining data records, drafting data policies and procedures, providing training for employees, acting as the first point of contact for authorities, managing Subject Access Requests and those under the Freedom of Information act and conducting an annual audit of each school's data processes.

## **9. Middle Leader Qualifications**

The SET is able to offer aspiring and current middle leaders, training that has national recognition. Moving forward, this could be a very useful recruitment incentive. Currently, 5 modules of the National Award for Middle Leaders (NAML) have been delivered, with the final 5 being delivered over the next few months. The SET is also able to deliver the newly revamped National Professional Qualification for Middle Leaders (NPQML) and this will be going ahead in the autumn.

## **10. Economies of scale**

The SET is beginning to gain from economies of scale in relation to contracts with providers. For example, an offer from Cygnet shows that savings will be made in the next financial year from the SET having a shared Cloud Backup facility. While in the scheme of overall school finances a saving of around £500 per school may not be considerable, it does show that there is scope for economies to be a real benefit for even a relatively small organisation such as the SET.

## **11. Staffing**

It is now common practice for the SET Headteachers to contact each other with regard to vacancies and recruitment opportunities. Headteachers have always contacted colleagues when



they have a need for a teacher, but it has been less common for Headteachers to alert others that a teacher may become available. This latter point is particularly important as it will provide more opportunities for high quality staff to remain within the SET.

## 12. Foundation subject leaders

Meetings were held in the spring term and the response from leaders has been very positive. The meeting was focused and leaders had tasks to take away and complete. This will continue to expand, providing support between schools. A working party collaborated to provide subject leaders with a skills progression matrix for subject leaders to use to assess attainment at the end of each year.

## 13. Moderation

The SET schools are benefitting from 2 moderation meetings at each key stage each spring and these meetings will provide leaders with information, an agreed common approach and confidence that they are secure in their judgements. Several schools were monitored this year and judgements were upheld.

## 14. Enrichment

A joint art exhibition at Sutton Central Library displayed canvases representing each school and was our first joint event which we plan to replicate. A SET sporting event is in its planning stage. Joint INSET for school staff in the autumn term includes the inspirational author, Michael Rosen (for some of the SET schools) on 3rd September and Nikki Ayles from 'The Art of Brilliance' on 19th October (for all).





## 15. Learning Powers

As part of the vision, we want to track the opportunities and experiences the children have BECAUSE they are part of the SET and so we are designing an artistically and professionally produced book for the children to keep. These opportunities are described through Learning Powers. Below are initial thoughts which will change but give you the flavour of the vision!

<p><b>The Power to Create, Innovate and have Fun.</b></p>	<ul style="list-style-type: none"> <li>· Learn a new skill; visits from: inventors, scientists, artists, musicians, sportspersons</li> <li>· Visits to inspiring places</li> <li>· Build and race a Kit Car/soap box derby</li> <li>· Talent Show/Panto</li> <li>· Wheel day</li> </ul>
<p><b>The Power of Perseverance embracing success and failure.</b></p>	<ul style="list-style-type: none"> <li>· Celebration days and events</li> <li>· G and T conferences/challenge days – elite</li> <li>· Competing/problem solving/team building days</li> <li>· Experience new challenging activities</li> <li>· Self sufficiency – gardening. Sell fruit and vegetables</li> <li>· Year 7 experience</li> <li>· Visit events such as the Paralympics</li> </ul>
<p><b>The Power of Self-Belief and Belief in Others.</b></p>	<ul style="list-style-type: none"> <li>· Perform at a ‘real’ venue</li> <li>· Experience a new skill; circus skills</li> <li>· Child led performances</li> <li>· Sporting events</li> </ul>
<p><b>The Power of Belonging and Contributing.</b></p>	<ul style="list-style-type: none"> <li>· Facetime presentations</li> <li>· Run x miles and raise money</li> <li>· Read for a million minutes</li> <li>· Moderation</li> <li>· SET council for stakeholders</li> <li>· Joint musical event</li> <li>· Art exhibition</li> <li>· SET blogging</li> </ul>
<p><b>The Power of Respect and Tolerance.</b></p>	<ul style="list-style-type: none"> <li>· Contribute to and debate world wide days and issues</li> <li>· Challenge stereotypes</li> <li>· Stonewall schools</li> <li>· Sherwood park inter set events.</li> </ul>
<p><b>The Power to be Curious and to Explore</b></p>	<ul style="list-style-type: none"> <li>· Go camping</li> <li>· Journey through London, trace the footsteps of...</li> <li>· History of Sutton</li> <li>· Go to the beach</li> <li>· SET programming competition</li> <li>· Learn in a different school</li> <li>· Start with a question and develop</li> <li>· Ownership of learning</li> <li>· Links to private schools – use real science labs etc</li> <li>· Alien crash landing</li> <li>· Den Days etc</li> </ul>



**The Power of Responsibility and Leadership.**

- Key local issues; represent to local politicians and groups become involved
- Support world wide charities; school councils put forward suggestions and champion their cause, pick a cause
- Pets
- SET parliament/council
- Visit to parliament
- ‘Surgery’ with the local MP
- Mayor of London meet with our children to discuss their thoughts
- Sustainability; local, national and international
- Business links
- Transport and green issues. SET policy around this
- Charity fund-raising
- Pupils organising events across schools
- KIVA – loaning money to good causes and then re-investing
- First Aid training, planning for emergencies

**16. Early Years Project**

A project has been initiated for the early years teams to look at sharing best practice, outside-learning and so on. A focus on ‘early talk’ was identified with the lead coming from two SET schools.

**17. Foundation subject skills matrices**

Several volunteers from across the SET worked together to provide a skills progression matrix in the foundation subjects. This is to be used to assist subject leaders as they assess whether children are working towards, are at or exceeding national expectations. These have been shared with staff at each school.

**18. Finance**

This year the Trust has not held any funds centrally and all joint working was agreed informally at an operational level. Moving forward, it has become clear that the SET needs to commit funds to develop a clear, coherent and tangible vision and design and implement the appropriate structures, systems and processes and planned opportunities for the children, staff and their families. As mentioned in the school improvement section, the proposal is for an initial 1% contribution for 2018-19 academic year to be agreed by each school, to create a joint account of £96000. Currently, Headteachers are creating a comparison sheet to ensure the SET utilises the best bank deal where an account will then be opened and 3 Headteachers and 1 Chair of Governors will be appointed signatories. It was agreed at the Headteachers' meeting that each Headteacher will propose this contribution to their FGB to agree.

**19. Joint Parental Behaviour Policy.**

A proposal for a joint de-personalised policy is being proposed laying out expectations with agreed responses. This will then go to schools' FGBs and then the Trust Board.

**20. NQTs**

Joint training for NQTs is being considered, starting with Behaviour Management. A draft programme is being drawn up.





**Sutton Education Trust Board members**

Beddington Infants School	Liz Kearney (HT)	Stephen Allen (chair)
Muschamp Primary School	Heidi Westley (HT)	Dorothy Middlemass (chair)
High View Primary School	Liz Brailsford (HT)	David Coomansingh (chair)
Dorchester Primary School	Deb Damestani (HT)	Jane Templeman (co-chair) Sophie Gadd (co-chair)
Culvers House Primary School	Bernie Garvey (HT)	Sue Smith (chair)
Foresters Primary School	Havard Spring (HT)	Tony Thorpe (vice - chair)
Nonsuch Primary School	Sue Hawker (HT)	Jonathan Nicholas (chair)

**TBC Associate members**

Sherwood Park School	Simon Vines (HT)	Mavis Peart (chair)
----------------------	------------------	---------------------

Chris Jacobs - Operations Manager

Lynn Atkins - Clerk to SET

