

# THE EFFECTIVENESS OF THE TRUST

## Strategic Aims 2016 - 2019

- Leadership at all levels is effective
- Pupils make good progress within the Trust and achieve well
- The curriculum is stimulating and challenging and enables pupils to develop a passion for learning
- Learning and teaching is consistently 'great' (very effective teaching leading to improved pupil outcomes for future success)
- All children within our Trust feel well cared for, take pride in and value their school, and want to achieve their best

# Castle Phoenix Trust Strategic Aims

Strategic Aim	Success Criteria	Intended Impact
<p><b>LEADERSHIP and MANAGEMENT</b></p> <p>Leadership at all levels is effective</p>	<ul style="list-style-type: none"> <li>• Each academy has a clear, well communicated vision, focussed upon raising aspirations and achievement for all, and a plan as to how to implement that vision.</li> <li>• Every day action is taken to lead all stakeholders towards this vision. The vision is consistently acted up, all initiatives align to it, and the headteacher is its primary champion.</li> <li>• Self- evaluation is effective and regular quality assurance informs the next steps to take to improve further. Action to improve is timely and embraced by all stakeholders</li> <li>• High functioning teams develop stability and retention. Everyone has high expectations and feel well supported.</li> <li>• Leaders have high emotional intelligence and encourage all to play to their strengths. Thoughtful talent management and succession planning is evident</li> </ul>	<ul style="list-style-type: none"> <li>• The Trust is progressing well towards meeting the 'LEADING' criteria against the '9 characteristics of successful MATs'</li> <li>• There is a purposeful climate for learning as a result of strong systems and structures</li> <li>• Staff value being part of the Trust and have access to excellent CPD opportunities.</li> <li>• Recruitment is successful</li> <li>• Talented leaders are challenged, nurtured and enabled to be the best they can be. They make a difference!</li> </ul>
<p><b>OUTCOMES</b></p> <p>Pupils make good progress</p>	<ul style="list-style-type: none"> <li>• The annual academic performance targets for each academy are met</li> <li>• Value added measures are positive (see targets)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils achieve well throughout the Trust in terms of academic performance, social confidence and emotional well-being</li> <li>• Schools perform at least within the top 30% of similar schools</li> </ul>
<p><b>CURRICULUM</b></p> <p>The curriculum is stimulating and challenging</p>	<ul style="list-style-type: none"> <li>• The mathematics curriculum promotes and develops good fluency, problem solving and reasoning skills</li> <li>• The English curriculum promotes and develops an holistic approach to developing reading, writing and oracy as essential to functional and mastery literacy skills.</li> <li>• The curriculum across the Trust promotes and develops – curiosity, high order thinking skills, independence, oracy and excellent presentation of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils achieve well in Maths and English</li> <li>• Pupils can talk about what and how they learn</li> <li>• Pupils enjoy learning and are curious to learn more</li> <li>• Pupils are well prepared for future employment</li> </ul>

<p><b>TEACHING, LEARNING &amp; ASSESSMENT</b></p> <p>Learning and teaching is consistently 'great'</p>	<ul style="list-style-type: none"> <li>• Teachers have <b>deep knowledge</b> of the subjects they teach</li> <li>• Instruction / <b>pedagogical approaches</b> are of a high quality - includes effective questioning and use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for pupils, giving adequate time for practice to embed skills securely, progressively introducing new learning (scaffolding) are evident</li> <li>• <b>Classroom climate</b> - the quality of interactions between teachers and pupils, and teacher expectations is high: the need to create a classroom that is constantly demanding more is evident</li> <li>• Excellent <b>classroom management</b> - teachers' abilities to make efficient use of lesson time, to coordinate classroom resources and space, and to manage pupils' behaviour with clear rules that are consistently enforced, are all relevant to maximising the learning that can take place.</li> <li>• Sound <b>teacher beliefs</b> - what learning is and how it happens</li> <li>• <b>Professional behaviours</b> - reflecting on and developing professional practice, participation in professional development, supporting colleagues, and liaising and communicating with parents is evident</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching is very effective and leads to continuously improving pupil achievement against national expectations</li> <li>• All schools will gain or maintain at least good inspection outcomes</li> </ul>
<p><b>ENGAGEMENT and STUDENT WELFARE</b></p> <p>All children within our Trust feel well cared for, take pride in and value their school, and want to achieve their best</p>	<ul style="list-style-type: none"> <li>• Children are able to talk about how they are supported to achieve their best</li> <li>• Attendance across the Trust is above the national average</li> <li>• The number of bullying incidents across the Trust are low</li> <li>• There are few incidents of poor behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Children enjoy learning and feel well cared for</li> <li>• Children are excellent ambassadors for their school</li> <li>• Behaviour is good</li> <li>• Classrooms are inclusive so that every child feels able to contribute</li> </ul>

