



Central Co-operative
Learning Trust

Prospectus





Belonging Purpose Connected



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Location

STOKE-ON-TRENT

STAFFORDSHIRE

STAFFORD

Greenfield

WALSALL

John of Rolleston

William
Shrewsbury

Outwoods

Grange

Burton
Fields

Redbrook
Hayes

Brownhills
West

Blackwood

Mantra



Purpose

“what we aspire to achieve”

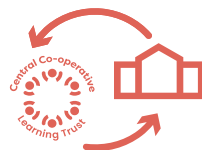
Outcomes through great curriculum and effective teaching



Belonging

“beyond self”

Vision, values, culture and ethos



Connected

“the trust is the school, the school is the trust”

How we work together

Welcome

We are a young, vibrant Multi Academy Trust established by three founder schools, John of Rolleston Primary, Outwoods Primary and William Shrewsbury Primary, in November 2017. Since then we have grown by reputation and local links and we now have nine primary phase schools.

Six schools are located in Staffordshire and three in Walsall.

Underpinned by the Co-operative values we operate with a strong collaborative culture and ethos. Our entire workforce is dedicated to our core aim of providing the highest quality education for all the children in our schools through effective teaching and outstanding learning experiences and opportunities.

I am proud and delighted to be leading our Trust as it grows and expands. This is a very exciting time in our development. We have a considered and sustainable approach to growth as we seek to work with like-minded school leaders who share our values and aspirations for all young people. Please read on to find out more about the approaches we take when supporting and developing our family of schools. If you are interested in knowing more or being part of the team that makes a difference to thousands of young people and their families then please do not hesitate to contact us.

CEO
Rich Simcox



Our trust is passionate about primary education and work collectively to ensure that all children receive a high quality education to achieve the best possible outcomes, whilst recognising and celebrating the unique qualities of each individual academy.

Chair
Andrew Bailey



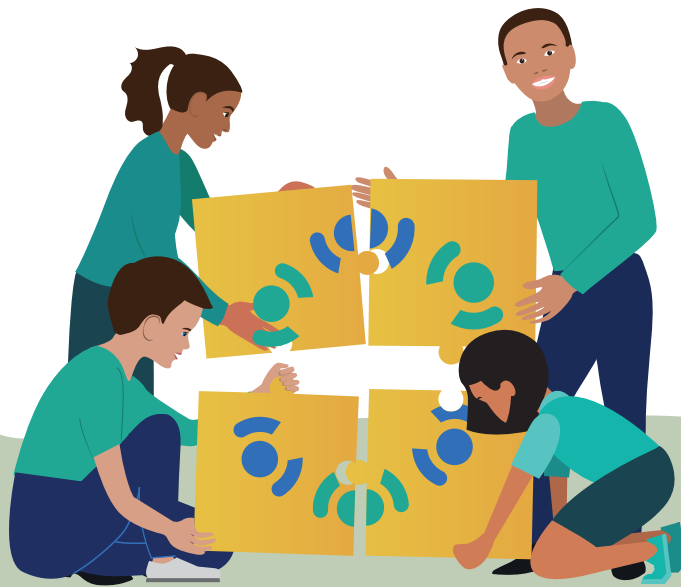
Starting out with three academies upon formation, the Trust has experienced steady growth to its current state. Presently, there are nine primary academies in the Trust. This has been part of a strategic plan to create a strong multi-academy trust where each member feels valued, and successes can be shared to raise aspirations, achieve excellence and promote community cohesion.

All the work we do is underpinned by the Co-operative values.

Central Co-operative Learning Trust has an excellent board of Trustees who bring a wide range of expertise and experience of governance, and each school maintains its own local governing body. This enables a strategic overview of the schools without losing the core school function to serve the local community.

All of the schools who have been inspected have been confirmed as Good schools. In addition as a Trust we were selected for a Multi-Academy Trust Summary Evaluation (MATSE) visit from Ofsted. I would urge you to read the findings from the MATSE on our website www.centralclt.com

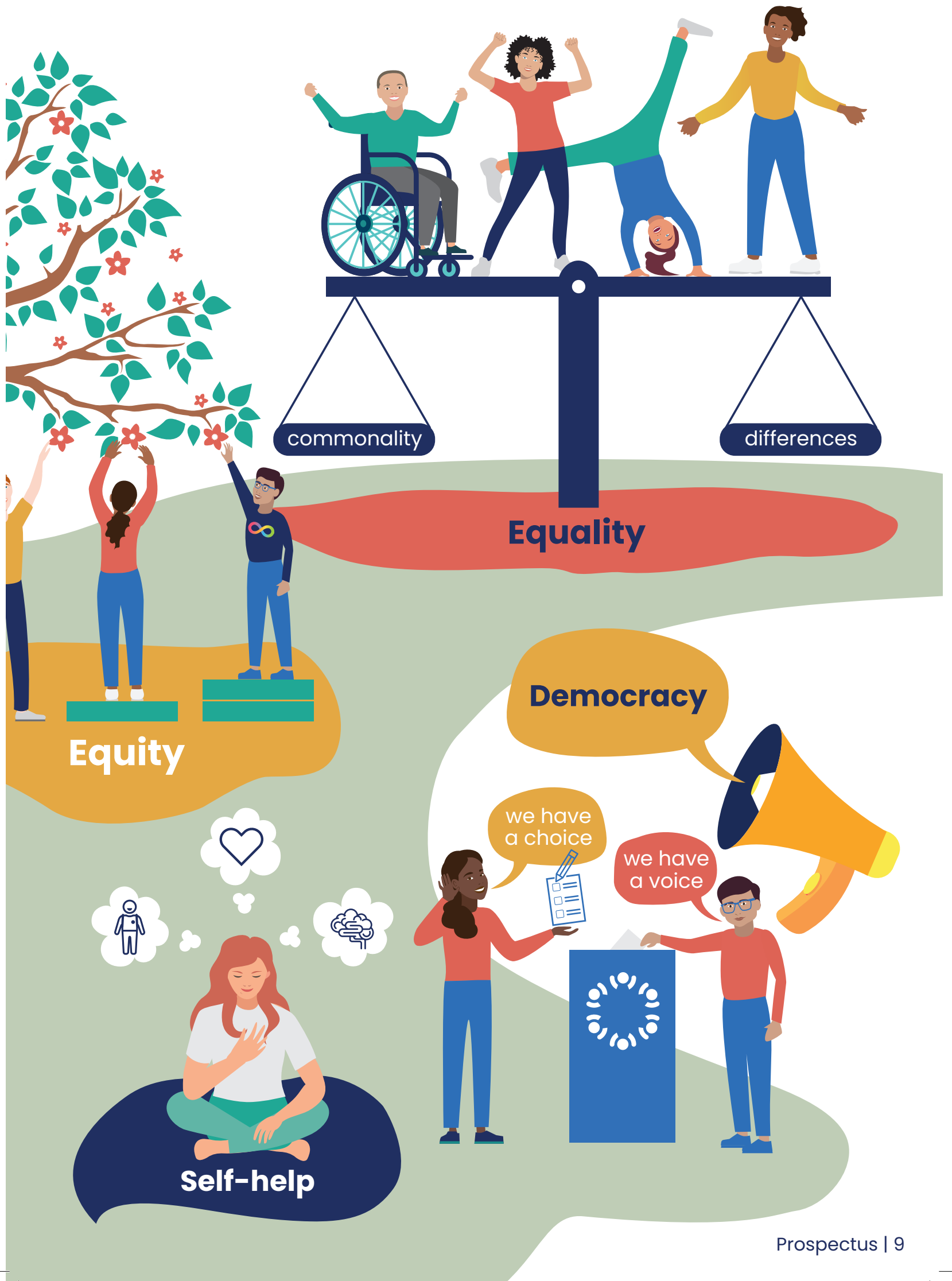
Solidarity



Self-responsibility



Our Values



Who We Are...

We are a primary phase multi academy trust working to provide the highest quality education and outcomes for young people.

We are passionate about Primary education and we have a clear focus on continuous improvement that ensures our children achieve the best possible outcomes in all areas of school life. All our work is underpinned by the Cooperative values.

Each of our academies is at the heart of a community. Each school is unique and individual and we value and respect their distinctive differences. Our aim is to develop and protect their character within a supportive and collaborative environment so that we can learn from each other, share best practice and provide the best education for all our pupils.

The following principles guide our Trust:

- All our work will be based on the Cooperative values and principles.
- We share a collective ambition for our schools and the Trust, that every child has the right to the highest quality academic, social, emotional, spiritual and physical education.
- The Trust prepares children to contribute positively to society and live fulfilled lives.
- Trust schools preserve their individuality whilst working in partnership.
- We innovate, identify and share good practice and expertise openly and altruistically for the benefit of all learners.
- We actively engage with all partners and ensure their voices within the Trust are heard and valued.
- We support and challenge one another, operating in a climate of trust and transparency.
- We provide effective development for all our staff, treating everyone fairly.
- We secure efficiency through the sharing of resources; effective procurement and coordinated thinking.



Our Vision

Children are at the heart of all that we do.

Through high standards and expectations our Trust provides an education which encourages and inspires a love of learning, with limitless possibilities for every individual to be the best they can be. Through the embodiment of the Co-operative Values, we are committed to understanding and developing the whole child, enabling them to become enlightened, productive and responsible citizens. Working collaboratively, we innovate and share exceptional practice to raise aspirations, achieve excellence and promote community cohesion.



Our Aims:

- To ensure consistently high expectations across all our schools for pupils, staff, parents and carers.
- To have open and honest relationships with all partners; providing support and challenge to achieve common goals.
- To enable all pupils to access high quality teaching and learning experiences by sharing best practice, resources and expertise within the Trust, and developing creative and transformational approaches to help us raise attainment and achievement across our schools.
- To work effectively with parents, carers and the wider community to develop an aspirational culture and raise standards.
- To work with external partners to enrich learning experiences thus enabling us to be imaginative and innovative in providing opportunities for family and community learning and wider cultural experiences.
- Through the Co-operative ethos we equip our children with the values that will enable them to live fulfilled adult lives, fully embracing the opportunities of the global community and the technological society.
- To bring this thinking together into our everyday working life we have created our mantra – to be remembered, reviewed and lived as part of our habits.



The voice and expertise of the headteacher:

Having the most important job in the Trust requires a voice in the way in which the Trust works. The Heads Executive Board meets half termly to discuss and feedback on individual school and Trust activity. This supports the design and implementation of strategic actions of the Trust. This is further developed by small working groups – ensuring voice and the perspective of the individual schools remains at the core of the Trust and helps us to live our equality, equity and self-help values.

We also have a monthly online update meeting where we share updates, scheduled events and action required to save headteachers from reinventing the wheel and having to filter the mountains of information available through the multiple communication platforms around us.



Building expertise and capacity:

The Trust has a network of Trust improvement leads (TIL) who provide expert advice, quality assurance, training and leadership capacity to the schools within the Trust. They are released for one day per week from their current school roles and will have sustained support projects related to school improvement plans but can also be requested for bespoke work. They understand and live the school improvement processes each and every day, ensuring consistency and focus in support for school improvement.



Investment in curriculum and people:

We support schools to develop their CPD and professional learning programmes by providing comprehensive instructional coaching training and quality assurance. This enables schools to design their offer to maximise the time and support available to staff and ensure we balance whole school training with the need for bespoke support for staff. Subject knowledge and leadership networks, led by external subject specialists, across the primary curriculum enhance this support and allow school to school support for individual subjects as well as from the Trust.

We offer a comprehensive leadership training pathway and we are just launching our formal CPD pathways for support staff. We are also very excited to be developing our leadership coaching pathways ready for September 2024.

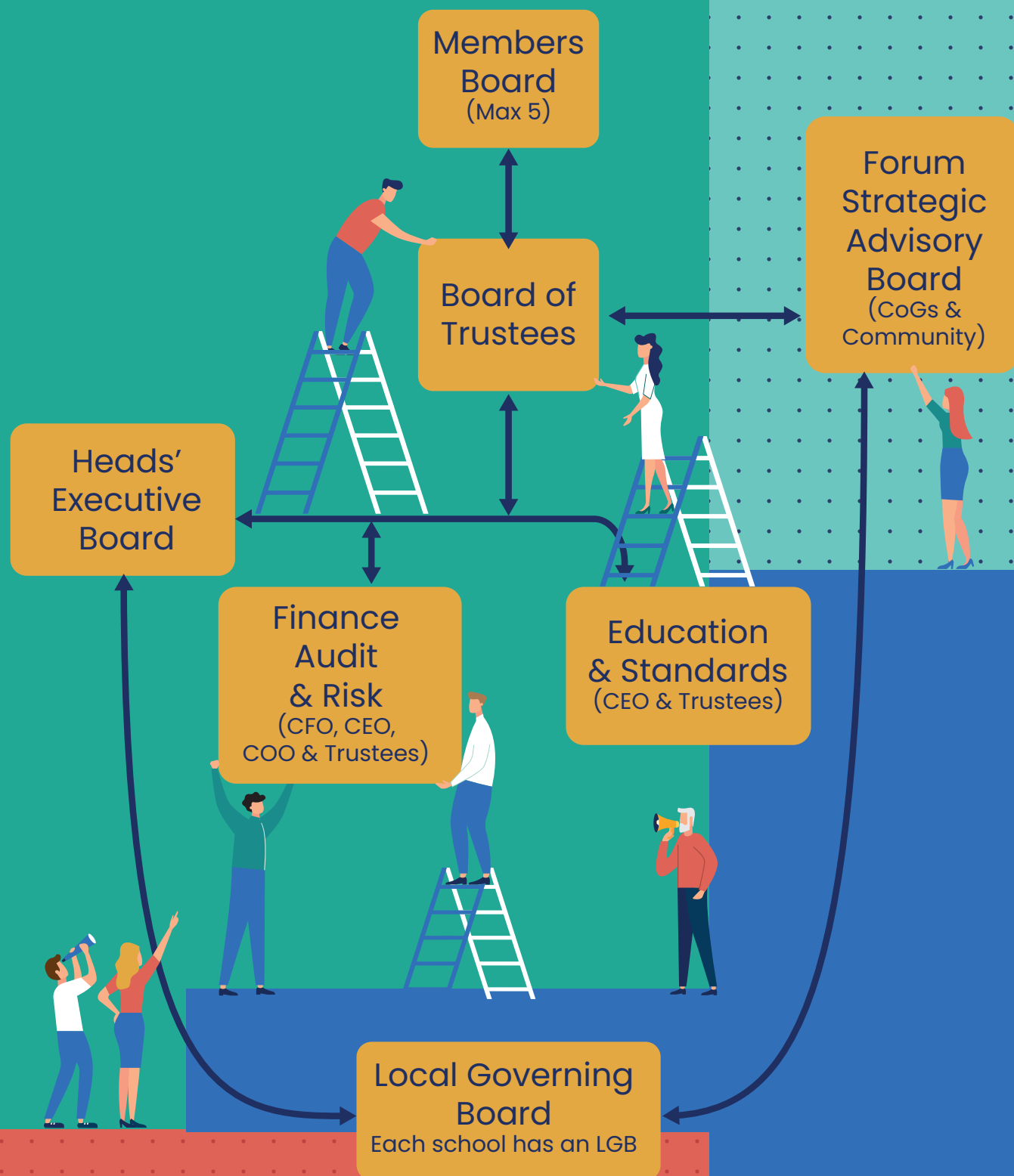


Quality Assurance:

We work with internal peer and external expert partners who understand our approaches and can offer a 'critical friend' voice to help ensure we have an accurate picture of where we are in our journey and ensure we take the best next steps.

The quality assurance processes relate directly to the school improvement plan, the process is negotiated with the CEO so everyone has clarity on what, why and how we measure our impact. Again this is a model for everyone to support and take responsibility for together.

Governance Structure



Scheme of Delegated Authority



The Trust Scheme of Delegated Authority (SODA) sets out delegated limits.



It is reviewed annually and shared with stakeholders.



The majority of decisions are devolved to Local Governing Committees.



Budgets are set centrally in partnership with the school.



All appointments (except Headteacher) are fully delegated.

Why choose a Co-operative Trust Model?

- ☒ Co-operative Academies operate under TUC agreements and have slightly different articles.
- ☒ The Co-operative model is grounded in values and the involvement of all stakeholders in the governance of the Trust.
- ☒ The Strategic Advisory Group ensures the voice of the Local Governing Committee and communities are heard at Trust level.
- ☒ Staff and pupil representation is valued at all levels.

School Improvement Approaches

CCLT is led by its values which are a core driver for school improvement. Our approaches are research based, robust but empathetic – your success is our success and your problem is our problem.

Our mantra is 'The school is The Trust and the Trust is the school'. We all own this together and we all take responsibility and hold each other to account for all aspects of school life.

This enables us to sustain school improvement and maintain a tight focus to problem solve and ensure changes become sustainable habits. This also supports a manageable workload and protects from what can seem like a relentless wave of change in education.

We have built systems to support a shared language and understanding of what is, and what makes, effective curriculum and teaching.

School improvement lenses:

To support impactful school improvement, we use three lenses to enquire and evidence our successes and areas of development.

We enquire through curriculum, structure of teaching and pedagogy. This ensures we are clear and sustained in our school improvement foci, that we ensure we maximise our time and that our actions are clear and impactful. The following diagram illustrates this. To support our understanding of the structure of teaching we have a reflective model of adaptive/responsive teaching to interpret our understanding, whilst the teaching skills matrix provides our framework for pedagogical understanding.

School Improvement Plan

3 lenses



Teaching Skills Matrix

Effective Teaching

To ensure we have a consistent approach to effective teaching we have developed our teaching skills matrix – this defines a common language for effective teaching and supports our leaders to identify and develop the highest impact levers for teachers.

This provides a training outline both generically for all staff but also in a bespoke manner. This supports our small sustained next steps approach to building great teaching habits. To maintain school based autonomy, schools own their own teaching toolkits. We support the schools to understand the research behind effective teaching by working in close partnership with Billeseley research school.

Planning Phase Reflection

- What can be achieved and why?
- What are the potential barriers/ misconceptions?
- What adaptations may be needed for individual children during this learning episode?

Clarify Learning Intention

Clearly define the outcome, which is the smallest step in learning. Set the learning goal(s) and ensure children understand this

Activate and consolidate prior knowledge

Explain and model



Heads Executive Board (HEB)

The headteacher's executive board meets on a three week cycle of business and virtual meetings and consists of the headteachers from each school.

Business meetings are in person and provide an opportunity for the heads to collaborate on key areas e.g. attendance or curriculum.

Virtual meetings provide updates on key areas with links to websites / documents to ensure that key information is easily accessible.

Being a headteacher can be a lonely job. The support and challenge provided to heads by heads via HEB is of substantial benefit to ensuring our headteachers feel part of our Trust family.

As a group of Headteacher's we very much feel valued.

As a group of Headteacher's we very much feel that we have a voice.

As a group of Headteacher's we very much feel that the contexts of our schools are understood and celebrated.'

Joanne Cutbush

This collaborative approach enables our headteachers to live our mantra of belonging.

Whilst not a sub-committee of the Trust Board, HEB supports the Board in terms of school improvement, strengthening collaboration, assessment of data via the annual cycles of work, collection and analysis, moderation, peer review and performance management.



School Improvement Offer (SIO)



Specific values training, support and reflection into organisational values.



Informal message and support group between headteachers and central staff.



Half termly Heads executive board meetings for leadership training and sharing of best practice.



Access to external supervision for senior leaders and those involved in safeguarding/SEND.



Heads executive training day in the Autumn term each academic year. Specific training focus for leadership within each academic year.



Monthly updates and support – CST, DFE, DRB etc rolled into one update.



SIP/ SEF development and review



Day to day contact and support for in school development and any issue including legal and HR support.



Monitoring and support visits from the CEO in a school improvement capacity



Commissioning of external quality assurance with expert partners



A Trust excellence directory for peer to peer support within the Trust



Access to internal trust peer review and quality assurance



Termly writing training and moderation for all year groups – supported by LEA trained moderators



Training and support for school improvement through the three lenses of school improvement



A whole Trust curriculum / pedagogy development day, each academic year



Training and support for the use of the teaching skills matrix – pedagogical framework and access to research toolkits closely aligned to the EEF and research schools.



Specific EYFS training programme led by a primary research school



Training and quality assurance in the delivery of instructional coaching



Trust cultural project each year – focusing on engagement in curriculum and quality outcomes for children



Specific SIP targeted intense support for developing new curriculum and teaching structures



A professional development pathways model and development offer for leadership, teaching and support staff



Expert follow up and capacity support using the Trust Improvement leads



Attendance review and quality assurance on a termly basis where required



Core subjects, SEND and vulnerable families networks led by Trust Improvement leads and the Gateway alliance



A dedicated Trust DSL to lead support and develop safeguarding culture across our schools



Subject leader development networks and training programmes for all primary subject areas led by experts in their field



An external audit and review of safeguarding on a yearly basis

To support all schools to maintain a focus on school improvement the Trust focuses its resources on reducing Headteacher workload through the operational and finance support detailed below.

Operational support:



Day to day contact and support for Policy; GDPR; Legal; HR



Site support for day to day maintenance



Policy development and review for Trust wide policies e.g. HR; H&S



Line management and training of site staff



Staff consultations and liaison with trade union colleagues



Asset management for estates with project management of planned and reactive work



Support for HR investigations



Safeguarding updates



Admissions consultation and day to day support



Online safety updates



Procurement of goods and services



Website compliance checks



Management of Trust wide contracts e.g. Mellors; RISO



IT strategy and support



H&S overview and calendar of activity as well as support with policy and process



Trust activity calendar

Finance support:



Setting school budgets with Headteachers and attendance of Governors meeting



Audit and internal scrutiny



Monitoring of budgets throughout the year including provision of monthly management accounts



Termly Governor reports



Regular budget meetings with school finance staff/headteachers

Centralisation of ordering supplies from purchase order to invoice payment



Management of banking and payment card services

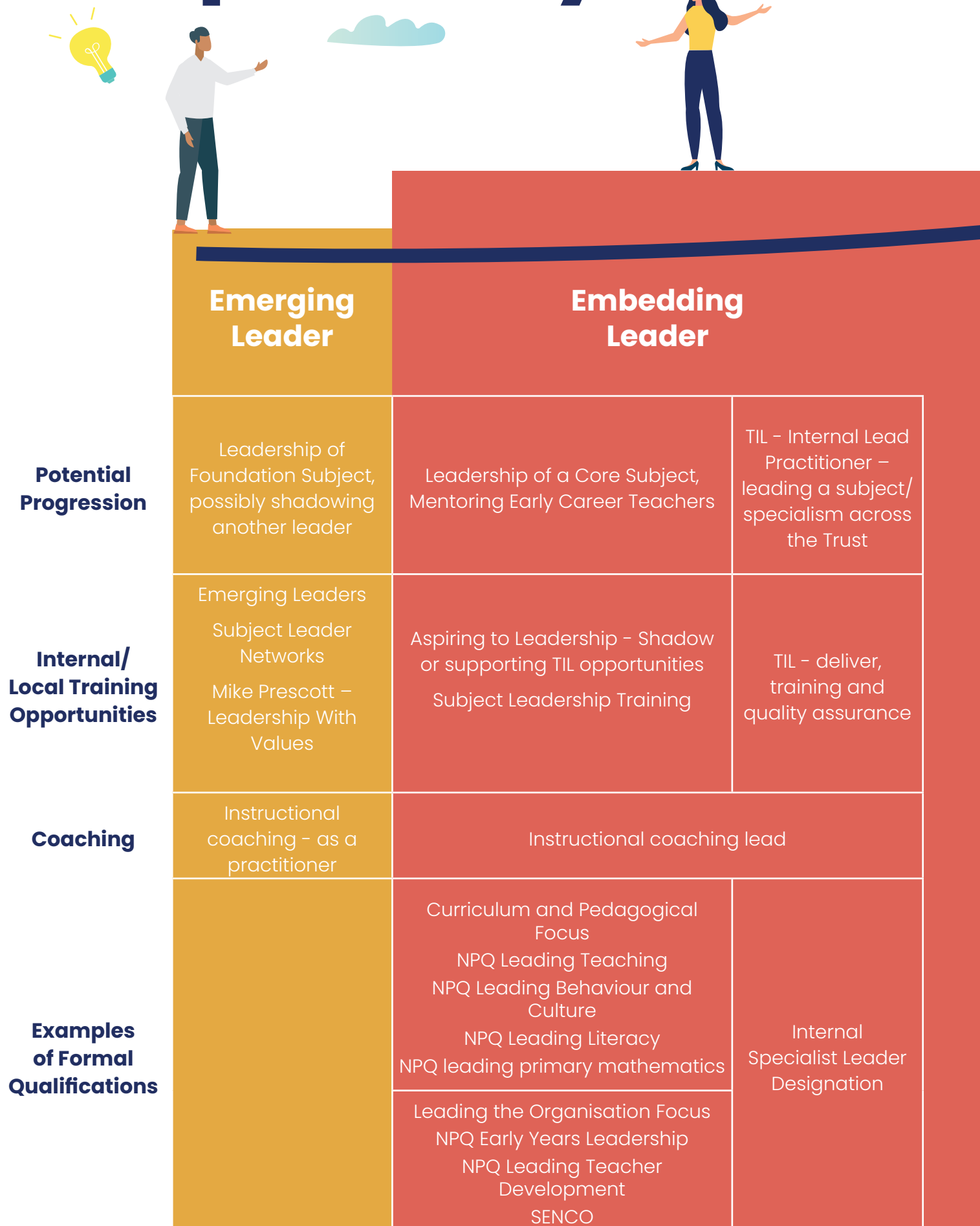


Payroll support



Recruitment support

CPD pathway





Established Leader

System Leader

Formal Specialist Leader of Education – leading a subject/specialism beyond the Trust

Senior Leadership, including Assistant, Deputy and Headteacher

Formally leading across and beyond the Trust

Senior Leader Training
Aspirant Headteacher (Pre-NPQH) Training
New To Headship Programme

System Leadership Training

Senior Leadership Coaching Programme – strategic leadership and wellbeing coaching

Executive Leader Coaching Programme (external coach)

SLE/ELE

NPQ Senior Leadership
NPQ Headship

NPQEL

Estates and operational support

Our dedicated and lean central team provides support and guidance to the schools in our Trust.



Estates

- Leadership and training of premises teams
- Compliance tracking
- Create, manage and implement asset management plans
- Management of contracts and premises maintenance including tender and procurement
- Estates management and premises development plan
- Insurance advice, compliance and cover
- Management of catering contracts including auditing of provision
- Advice on community use of facilities / lettings including policy and charging rates
- Complete the annual land and building return
- Energy efficiency reviews, advice and guidance
- Business continuity and lockdown planning and testing



Health and Safety

Although Heads have overall responsibility for Health and Safety within their schools the following are included within the MAT support offer:

- Updated and compliance Health and Safety policies, support and resources
- Safe systems of work and procedures
- Statutory training
- Supporting leaders with risk assessments for educational visits
- Support with generic and site-specific risk assessments
- Support with fire evacuation procedures
- Health and Safety Executive and RIDDOR reporting
- Access to qualified Health and Safety advice (both internal and external)
- Support to ensure compliance with COSHH regulations
- Updated notices and information to share with the wider school community



Governance

- Local Governing Committees in place with full terms of reference
- Succession planning for the Board of Trustees and subcommittees
- A Scheme of Delegation which clearly outlines responsibility, accountability and expectations with regards to decision making, consultation and information sharing
- Provision of a Company Secretary ensuring statutory compliance
- Maintenance of governance details on GIAS and Companies House
- Central team presence at governance meetings
- An annual governance planner including headteachers' report format
- Access to Governorhub; NGA skills and The Key
- Governor training
- Strategic Advisory Group – to provide a mechanism for communication throughout the layers of governance
-



Finance and Audit

- A suite of finance policies and procedures including clear and robust financial scheme of delegation
- Compliance with Academy Trust Handbook and other financial regulations
- Statutory reporting including annual financial statements, ESFA financial returns and other reporting requirements
- Internal and external audit
- Accurate and timely monthly management accounts and reporting against financial performance indicators including accruals, prepayments, cash flow and bank reconciliation
- Annual benchmarking intelligence to guide future budgets
- Three-year budget preparation including development of or support with staffing structures
- Finance provision for routine and complex matters
- Issuing and management of procurement cards
- VAT reclaim
- Finance systems including full onboarding support and training
- Payroll management and administration
- Pensions administration, audit and valuations



HR

- Dedicated HR manager to support recruitment and retention of staff
- Suite of up to date HR policies and procedures and training for key staff
- Expert HR advice and guidance
- Support with HR casework including matters related to absence, capability, performance, disciplinary, grievance and safeguarding
- HR due diligence for new schools and TUPE consultation
- Strong relationships with recognised trade unions and continual consultation
- Recruitment support including lead on recruitment of school leaders
- Staff structure reviews
- Talent pool



Marketing

- Marketing and social media strategy and templates
- Support with communications both internally and externally where required
- Guidance on effective use of social media
- Policies, templates and guidance
- Trust and school brand management
- Trust and school marketing strategy
- Support on website management
- Trust wide communication via Arbor



Centralised Finance Function

- Annual budget set centrally in partnership with the headteacher and Chair of Governors.
- Three years predictions are set by the finance team
- Monthly management accounts are produced centrally and presented to the HT and COG
- Budget management provision is provided by the central finance team to ensure that expenditure is in line with budget and that any over or under spend is managed effectively.



Risk Management

- Board assurance framework to manage risk
- Internal control framework (policies and procedures)
- Internal scrutiny
- Business continuity planning
- Data protection officer
- GDPR policy and guidance
- Legal services
- Due diligence and on-boarding of new schools

School links

Blackwood

Blackwood Rd, The Royal Town of Sutton
Coldfield, Sutton Coldfield B74 3PH
<https://www.blackwood-school.co.uk>

Brownhills

Shannon Dr, Brownhills,
Walsall WS8 7LA
<https://www.brownhillswest.com>

Burton Fields

Outwoods St, Burton upon Trent,
Burton-on-Trent DE14 2PJ
<https://www.burtonfieldsschools.com>

Grange

Grange School, Shobnall Close,
Burton-On-Trent, Staffordshire DE14 2HU
<https://www.grangeschool.academy>

Greenfield

Coalheath Lane, Shelfield, Walsall,
West Midlands WS4 1PL
www.greenfield.walsall.sch.uk

John of Rolleston

Chapel Ln, Rolleston-on-Dove,
Burton-on-Trent DE13 9AG
<https://www.johnofrolleston.com>

Outwoods Primary School

Harehedge Lane, Burton on Trent, DE13 0AS
<https://outwoodsprimary.com>

Redbrook Hayes

Talbot Rd, Rugeley WS15 1AU
<https://www.redbrookhayes.co.uk>

William Shrewsbury

Church Rd, Burton upon Trent,
Burton-on-Trent DE13 0HE
<https://www.williamshrewsbury.com/>





**Central Co-operative
Learning Trust**

www.centralclt.com

CENTRAL CO-OPERATIVE LEARNING TRUST | C/O OUTWOODS
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