



About the Trust

2020/21

Faringdon Learning Trust (FLT) is a high performing eight school Multi-Academy Trust consisting of 2,996 students and 192 teachers and 309 support staff.

School	Age range	Number on roll
Buckland Church of England Primary School	3 - 11	117
Faringdon Community College	11 - 18	1356
Faringdon Infant School	3 - 11	251
Faringdon Junior School	7 - 11	336
John Blandy Primary School	4 - 11	237
Longcot and Fernham Church of England Primary School	3 – 11	142
Shrivenham Church of England Primary School	4 - 11	187
Watchfield Primary School	3 - 11	370

There is also an alliance membership which allows other schools to be part of FLT and have access to a limited number of services. These are:

School	Age range	Number on roll
Ashbury VA Church of England Primary School	4 - 11	66
Longworth Primary School	4 - 11	70
Shellingford VA Church of England Primary School	4 - 11	95
Uffington Church of England VC Primary School	4 - 11	113

Founding principles

Faringdon Learning Trust is founded on the belief that we should strive to develop confident, responsible children and adults, capable of contributing to a fair society. We aim to enable this potential to be realised through partnership, and our vision and values give voice to these core principles.

Vision

Create a seamless educational experience in which every learner thrives.

Values

FLT is committed to maintaining the unique identity of each school, and to uphold the Christian ethos of our church schools, schools are known for their name not that it is in the Trust.

We value inclusivity and provide the opportunity for every student to realise their full potential. FLT is built around three key values, and should always be matched by those that we practice when relating to others:

- **Support** – pupils and staff to achieve ambitious goals
- **Challenge** – perceived or actual barriers to learning and personal development
- **Collaborate** – to deliver an inspiring educational experience

We will draw on the strengths of our schools and local communities to be:

- **Resilient** – by encouraging independent thinking by school leaders to ensure effective decision making
- **Innovative** – through the sharing of values and successful alternative approaches to learning and personal development
- **Accountable** – for delivery of our commitments to the communities we serve.

School leaders drive their own school improvement, the Trust helps to facilitate support and challenge leaders. There is no lead school within the Trust, we all work together with equal status, supporting each other when we can.

Principles

To achieve our vision and values, FLT has three key principles:

Learners first - Keeping learners at the centre of all our work is our key priority. We ensure that our core purpose is not distracted by operational issues or politics. Our work together is approached without fear or favour, and always focussed on the best outcomes for pupils. High aspirations and challenging targets are a key part of this.

Nurture and develop our people - The Trust's most valuable resource is its staff. They are the people who make a difference to children's and young people's lives. We aim to ensure that schools can recruit, develop, retain, deploy and motivate the best staff so that student outcomes can be of the very highest standard.

Strengthen and grow - As a Trust we are driven by the desire to constantly improve what we do, by accurate self-evaluation, horizon scanning and learning from others. In the future, the Trust wishes to grow – to develop and support more schools who embrace the culture and practices that exist in our schools.

Growth Plans

The Board of Trustee's vision is for the Trust to grow, with a particular ambition to work with more schools within a 30-minute drive of Faringdon, this includes both primary and secondary schools. There is the aspiration to attract a secondary school so that partner work with the existing secondary could be developed. Alongside this, it would be hoped that this additional secondary school could be developed so its feeder primary schools would also join. Then a second 'hub model' could be created.

The Trustees wish to expand the Trust so it can be more effective in supporting and challenging existing schools, as well as having the ambition that further schools would create economies of scale. It is anticipated that in order to be in a position to benefit fully from size and to continue to have a significant educational impact over several schools, the MAT (Multi academy trusts) needs to work towards having an overall total student number of approximately 10,000 (likely to be between 15 and 20 institutions, of all phases and sizes). It must also be measured growth, incorporating schools with significant school improvement capacity, as well as those that are vulnerable at the point of entry into the Trust.

The Trust is committed to working with all schools who share the vision and ethos of the Trust which are based around the following key points:

- We expect all schools to support each other and to share best practice for the benefit of all.
- We actively encourage all schools to develop and celebrate their own distinctive identity within their communities.
- We are committed to providing quality-assured services to keep our schools legal, financially robust and continually improving.

School Performance

Ofsted

As of 1st September 2020

Trust Schools	Date	Grade
Buckland Church of England Primary School	Oct 2016	Outstanding
Faringdon Community College	Feb 2019	Good
Faringdon Infant School	Feb 2018	Good
Faringdon Junior School	Mar 2018	Good
John Blandy Primary School	Nov 2016	Good
Longcot and Fernham Church of England Primary School	Oct 2009	Outstanding
Shrivenham Church of England Primary School	Jan 2017	Good
Watchfield Primary School	Sept 2016	Good

Alliance Schools	Date	Grade
Ashbury VA Church of England Primary School	Dec 2019	Good
Longworth Primary School	Dec 2010	Outstanding
Shellingford VA Church of England Primary School	Feb 2017	Good
Uffington Church of England VC Primary School	Mar 2017	Good

Academic Outcomes (Trust schools)

Primary outcomes based on 2019 results

EYFS – Our schools perform above national standards with 75% pupils achieving a Good Level of Development (GLD)

Year 1 – Our schools achieve just below national standard with 79% pupils meeting the phonic standard (82% national).

KS1 - 72% of our pupils achieve reading, writing and maths combined. This and all single subjects at expected and greater depth standard are above national expectations.

KS2 - 79% pupils achieve reading, writing, maths combined. This is 15% above national standards. All single subjects are above national at expected and greater depth apart from reading which is an area of focus for schools in 2019-20.

Whilst our schools achieve well in comparison to national standards, we are mindful of the need to secure positive progress scores in all areas between KS1 and 2 and to increase the progress and achievement of pupil premium and SEND pupils.

Secondary outcomes based on 2020 results

Key Stage 4: GCSE

- Progress 8 +0.26
- Percentage achieving GCSE English and Maths (grade 4+) - 75%
- Percentage achieving GCSE English and Maths (grade 5+) - 55%
- Percentage of entries achieving 5 GCSE grade 9-4 - 74%
- Percentage of entries achieving 5 grade GCSE 9-4 (including English and Maths) - 72%
- EBACC (English Baccalaureate) Grade 4 or above in GCSE English, Maths, Science, a Humanity and Language - 31%.

A Level 2020

- Progress +0.24
- Percentage passes at A*/A 33%.
- Percentage passes at A*/B 64%.
- Percentage passes at A*/E 100%
- Students who went to university 76%

Trust Leadership

The Executive Team is made up of Chief Executive Officer (CEO), Chief Operations Officer (COO) and Director of Education (DofE) who manage the strategic direction of the Trust. They also engage with a range of organisations including the local authority, Regional Schools Commissioners, other local MATs, and Department for Education to manage the workings of the Trust.

All Headteachers are part of the Trusts Leadership Team who meet every three weeks and provide the opportunity to share ideas, make joint decisions and steer practice. All the Headteachers are committed to their own school improvement but also of other schools “If one school succeeds, we all succeed and if one school fails, we all fail” is a firmly embedded belief. Heads offer mentoring and coaching opportunities to each other on a regular basis, as needed.

Director of Education

An existing Headteacher leads the educational aspects of the Trust, including school improvement. She is responsible for the following key areas across the Trust:

- Strategic school improvement
- Oversight of teaching, learning and assessment across the Trust
- Curriculum development and progression
- Leading the Trust’s Education Improvement Team

The Director of Education meets with each Headteacher once a term to review school data, discuss priorities, observe lessons, provide advice, devise action plans and plan the use of

resources. The Trust has a range of support packages on offer which are offered to all Headteachers. Schools can take part in a full school review, a pupil premium review, subject review, culture review, governance review or a bespoke package designed to meet the needs of the school at that time (eg to investigate the impact of an action outlined in the School Development Plan). These reviews offer a supportive mechanism to collect evidence, reflect and review current practice, challenge and celebrate strengths, identify areas for development and plan subsequent actions. All schools have at least one review in an academic year.

Trust Education Improvement Team

The Trust has a team of excellent leaders who work with the Director of Education and Headteachers to provide support, challenge and opportunities for collaboration in the following areas:

- Pupil Premium
- Special Educational Needs
- Computing
- Curriculum enrichment
- Family Links
- Academic transition
- Safeguarding - works closely with all Headteachers, LCSS and other external agencies to ensure that appropriate safeguarding arrangements are in place to support students.

There is also a group of leading teachers who are happy to support colleagues in a range of curriculum areas

Chief Operations Officer

The Chief Operations Officer (COO) provides strategic vision, leadership, and management of all non-educational aspects of the trust, so supporting the Trusts overarching aim of raising achievement and providing an outstanding education to all students. The key areas overseen by the COO each of which are headed up by a manager include:

Finance

The Finance team are responsible for developing comprehensive and consistent financial procedures, production and monitoring of budgets and delivery of financial support across all schools. Through a dedicated school Finance Officer, the support they provide includes:

- Production of monthly management accounts for individual schools including revenue, capital, and special purpose accounts
- Production of 5-year financial plan for each school including revenue and capital
- Workforce planning and payroll checking
- Providing accounting and software training and support for Head teachers and school admin offices (PSF, BPS Orovia, Parent Pay)
- Procurement advice

Human Resources

The HR team is in regular contact with schools to provide a comprehensive, professional, and efficient HR service that responds to the school's needs. These include:

- Workforce planning and Recruitment
- Employee relations and case management
- Change Management relating to employees e.g., restructuring, TUPE etc.
- Payroll and pensions
- Policies and guidance
- Staff wellbeing including Occupational Health, Employee Assist, Flexible Working

Operations

The operations team lead on the strategic development and day to day operational support so that all services, systems, and processes meet with legislative and best practice guidelines. Areas include:

- Estates management and development
- Health, Safety and Security
- Procurement
- Project Management
- Facilities Management
- Contract Management
- Funding bids
- Policy and procedure support
- GDPR (General Data Protection Regulation)
- Support with Data Protection, Freedom of Information and Subject Access Requests
- ICT - The IT team are responsible for development and delivery of ICT services across including:
 - Installation and maintenance of the Trust's ICT resource including:
 - desktop and application support
 - server and network support
 - Support and management of the Trust's ICT services including:
 - configuration and installation
 - continuity, maintenance, and security
 - support request management
 - Development of ICT service including:
 - assist with school strategy and planning

Governance

The governance team provide support so ensuring that the Trust and its schools comply with its governance responsibilities, charity and company law and any other relevant legislation or regulations. Key areas include:

- Support with governor appointment, induction, and training
- Provide legal support and advice from highly experienced educational solicitors
- Support with admission queries and exclusion panel processes
- Line manage school Clerk of Governors providing support and training

Central Services Recharge

Central services are shared out amongst the Trust's schools based on Average Weighted Pupil Unit (AWPU) funding allocated to each school by the ESFA. Further specific costs are allocated based on usage (e.g., caretaker costs shared by three schools and IT costs shared on numbers of devices). The central infrastructure has been influenced by the needs of all schools who have a significant input into what services are provided this ensures sufficient support and challenge to aid school effectiveness. All schools have access to the central team which has been created to support staff working within the trust.

Trust Governance

FLT has four Members that ensure that the Trust achieves its objectives. There is representation in our Members from the Oxfordshire Diocesan Board of Education (ODBE). The Members appoint eight of the Trustees, with the ODBE appointing a further three.

The Members hold an annual general meeting in December, with a general meeting held in June.

There are twelve Trustees who ensure effective governance throughout the Trust and meet six times per year. They have three core strategic functions.

- Ensuring clarity of vision, ethos, and strategic direction
- Holding the CEO to account for educational performance of the schools and their pupils
- Overseeing the financial performance of the Trust.

The Board has several committees in place, these are:

- **Quality of Education** – which focuses on the quality of education across all Trust schools, in particular pupil progress, attendance, quality of teaching and learning and curriculum provision and development.
- **Resources** – which focuses on the effective use of resources across all Trust schools, in particular finance, premises, health and safety, staffing, school organisation and facilities.
- **Independent Audit and Risk committee** – which reviews and constructively challenges the adequacy of internal controls and risk management processes. The committee provides the Board with an annual assessment of internal controls.

Local Governing Bodies

The Trust's meaningfully recognises that each school significantly benefits from having a strong and effective Local Governing Body, who will help the school and FLT to achieve its desired outcomes for children and young people. Consequently, FLT invests heavily in this area, so that governing bodies are composed of highly skilled, well-informed, well-trained governors, who ensure statutory duties are met, set the strategic direction for the school acknowledging how the Trust is also planning to develop.

Local Governing Bodies have extensive powers of delegation (detailed within the Trusts scheme of delegation) so ensuring that Governors are empowered to complete their roles. The Trust wants the Governing bodies to be independent and unique so that they can reflect and support the communities they serve. In order to facilitate this the Trust provides training, support for Headteacher appraisals and appointments, school improvement plans and regular training and conferences.

Also available to be sent to schools and Governing bodies are copies of the Trust's:

- Strategic Plan
- Scheme of Delegation

Frequently asked questions

Do you allow schools within your MAT to develop their own curriculum and / or policies to reflect their individual demographics?

The Trust has some broad principles in relation to curriculum and teaching and learning, which enable our schools to have their own unique policies reflecting their context. School subject leaders work together to support each-others' curriculum development and share best practise.

There are several Trust wide policies which schools follow such as Health and Safety and HR.

How much autonomy do schools maintain?

Schools and LGBs have significant autonomy particularly in areas relating to teaching and learning, curriculum and school finance. The Trust is committed to maintaining the unique identity of each school, and to uphold the Christian ethos of our church schools. Each Headteacher is a member of the Trust's leadership Team, they play a significant part in terms of decision making of how the Trust works with schools to provide the very best education for all its pupils.

When joint decisions are made, leaders will decide whether these work best for their context and if they do not, alternative solutions are found.

How will the pupils at our school, now and in the future, benefit from being part of FLT?

All decision making in the Trust is focussed on how we can improve the educational experience and outcomes for all pupils in the Trust. The key aim is how we can best utilise resources to support Headteachers, Governors and their staff to provide the best education. Consequently, the Trust has a strong and effective central team which ensures Headteachers are not distracted from Teaching and Learning. This team focuses on safeguarding, premises, health and safety, HR, Finance and ICT. There is also an educational central team which supports Headteachers in improving teaching and learning in areas such as SEND, Pupil Premium provision, Early years, Y6 to Y7 academic transition, family support and curriculum enhancement. There are other Lead Teachers across the Trust available for support on a range of curriculum and teaching and learning areas.

All Headteachers benefit from working closely with the other Headteachers in the Trust, and this provides a wealth of experience, advice, and support to help Heads lead their schools

effectively. Headteachers also help to complete peer reviews of schools so that we all learn from each other. The level of Trust across the schools is high. There are also joint INSET days where specialist speakers are invited in, as well as the Trust having a Centre for Professional Excellence which facilitates internal CPD (Continuing Professional Development).

The Trust is also fortunate that the Director of Education is a National Leader of Education, the Trust's Chair of Trustees is a National Leader in Governance and the CEO is a practising Ofsted Inspector.

How much budget do you devolve to schools within your MAT? How is this calculated and is this the same for all schools?

All schools within the Trust have a fully devolved budget (including staff costs, utilities, education supplies costs etc) which is managed by each Head Teacher and LGB, the school budgets are overseen by the Trusts Finance Staff and COO. Where we can make cost efficiency savings i.e., insurance, employee assist, IT broadband and accountancy costs, these are purchased centrally and recharged back to each school.

The budget for the central services team is set each academic year. Head Teachers and Chairs of Local Governors have an opportunity to scrutinise and comment upon the budget early in the budget setting process. The central costs are then put forward to the Trust Resource Committee for scrutiny and eventual approval.

Central costs are shared out amongst the Trusts schools based on Average Weighted Pupil Unit (AWPU) funding allocated to each school by the ESFA. AWPU is based on the number of pupils in school; secondary schools receive a higher per pupil funding figure than primary schools. Further specific costs are allocated based on usage (e.g. caretaker costs shared by three schools and IT costs shared based partly on assumed hours per week and partly on numbers of devices).

By involving the Headteachers in the budget setting process for central services it ensures that the team delivers what the schools require.

How have you supported schools that are currently in your MAT to improve to be Good or better?

The Trust believes all leaders should aspire for their schools to be outstanding in the broadest sense and are supported to achieve this ambition. All schools within the Trust are either Ofsted Good or Outstanding. Two schools in the Trust are close to achieving Ofsted Outstanding in their next inspection.

As an example of our successful support, one of our schools joined the Trust just as they were inspected, they were very close to being graded as Inadequate. However, with the advice, support and guidance provided by the Trust this school was awarded Requires Improvement. Subsequently the Trust then worked with the Headteacher to produce a comprehensive support package to improve all aspects of, education at the school. At the school's next inspection, the school successfully gained a Good grading, and it is now working towards being Outstanding.

All Schools leaders are empowered, supported, and challenged by the Trust to create a deep and rich educational experience for all children which enables them to thrive and develop. We believe that this in turn will lead to pupils producing the best educational outcomes.

Does the MAT have a clear vision and strategic priorities for the next three to five years, to which all schools contribute, and which is understood by each of its schools?

The Trust has a Strategic Plan which sets out its ambitions for the next three years as well as a more detailed 18-month strategic plan. The Trust also has a self-evaluation document which is created by taking contributions from all stakeholders including Headteachers and local governing bodies. This document then directly influences the strategic plan, which Headteachers are actively involved in creating and monitoring. Local governing bodies are asked to use the Trust's strategic plan to influence their own.

How are the schools in the MAT encouraged and enabled to share their knowledge and strengths in different areas?

The ethos in the Trust is that we all work together for the benefit of all pupils. All Heads and their teams are encouraged to share their skills, knowledge, and strengths across the Trust. This happens in many ways; through Heads' meetings, CPD events, school reviews, governor support and training, school visits etc.

How is performance of the schools within the MAT monitored, and how is cause/level of intervention and support determined and implemented?

What is central to the school performance is the Headteachers and Governors own accurate understanding of the school's position. The Trust then provides several ways in which school performance can be reviewed.

This happens in a variety of ways including:

- Pupil outcome data
- Meetings with the Headteacher/Leadership team
- Peer to peer reviews
- School reviews including, safeguarding, pupil premium, culture, governance etc
- School budget reviews with Finance Manager/COO

The focus is always on helping school leaders to drive their own improvement, using the above methods to help determine what the next steps are for the school to improve and how the central team can support this.

How does the Trust set staff's pay and conditions?

The Trust adheres to the School Teachers Pay and Conditions Document (STPCD) and the conditions of service for School Teachers in England and Wales (Burgundy Book). In addition, the Trust also follows the Local Government Association and National Agreement on Pay and Conditions for Service for support staff.