

# Leading Learning Trust

The Leading Learning Trust consists of Selwyn Primary School and Portway Primary School

## Grow with us - our offer to schools

**#LeadingLearning #LeadingLives**



Leading  
Learning Trust

Selwyn Primary School and Portway Primary School are part of the Leading Learning Trust



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## 1. Grow with the Leading Learning Trust

### 1.1 A brief history

The Leading Learning Trust came into being on the 1st May 2016, and is a charitable company limited by guarantee. Like other trusts, we are funded directly by the Department for Education. Our Trust consists of two schools: [Selwyn Primary School](#) (an [Ofsted-rated Outstanding school](#), which is also the Trust's sponsor) and [Portway Primary School](#), both located in Plaistow, in the London Borough of Newham. We are at the heart of a wonderfully rich and culturally diverse community that represents over 20 cultural groups and nearly 40 different languages. Our schools are fully inclusive; Selwyn Primary School is also Newham's resourced provision for deaf and hearing impaired pupils.

Our newly appointed CEO, Emma Nicholls (previously Executive Head teacher at Selwyn) leads the trust and reports to a board of trustees. However, our schools are rooted in their communities and as such, each has a Head teacher and a local governing body. Our Head teachers - Helen Mawer, who is based at Selwyn Primary School, and Jacqui Waine, who is based at Portway Primary School - work closely with Emma and with their respective local governing bodies. Our Chair of Trustees is Steve Loganathan.

### 1.2 Our guiding principles - #Leading Learning#Leading Lives

We formed the trust because we believe that the best schools have inspirational leaders, excellent teachers and are responsive to their communities – and that schools are better able to develop these three key attributes through working together. The formation of the Leading Learning Trust facilitates this joint working, whilst supporting each school to maintain its unique identity.

The following principles guide and secure our core purpose:

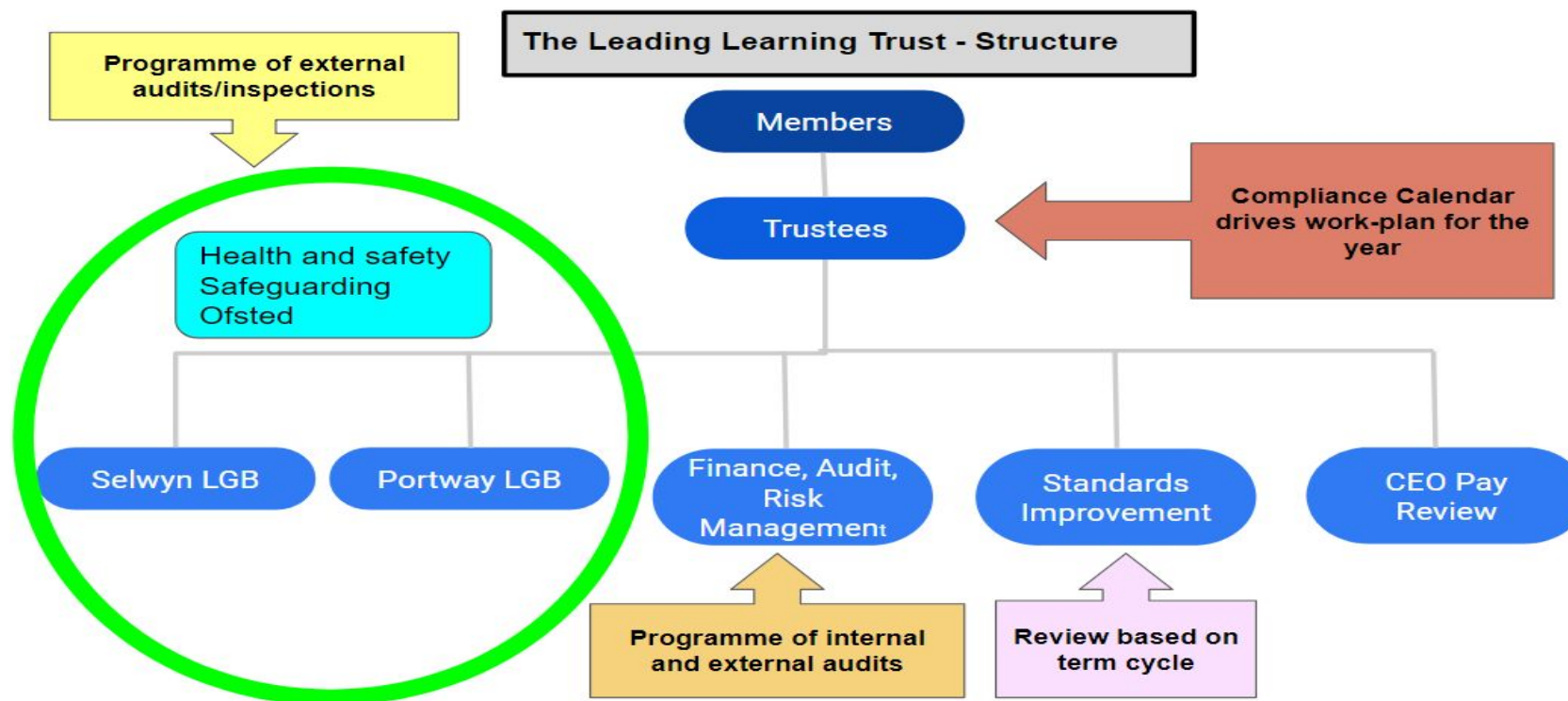
- *Learning* - attainment and progress are consistently excellent.
- *Teaching* - excellence in teaching practices and compliance in duty of care.
- *Finance* - financial sustainability and growth.
- *Governance* - enabling and fit for purpose governance.



- *Reputation* - a highly reputable *Trust* built upon the excellence of leaders in good or outstanding school

### 1.3 Our structure

The Leading Learning Trust has a number of bodies and systems in place to manage compliance, governance, standards improvement, finance and strategic planning. The way in which these work together can be defined as follows:





These bodies and systems work together to deliver the short and medium term strategic goals of the Trust; these are articulated via the LLT Roadmap, which focuses on the following areas:



These longer term strategic goals are supported by the setting of shorter term operational goals, which are delivered by the Head teacher at both Selwyn and Portway Primary School.



## 1.4 Performance

Selwyn was graded as Outstanding by Ofsted in October 2014 and has a history of excellent [end of key stage outcomes](#). Our attainment is consistently above national data in all year groups and we work hard to ensure that any gaps in specific group outcomes are diminished over time.

Portway went into Special Measures in March 2015 and as a result, were sponsored by Selwyn thereby forming the Trust in May 2016. [Outcomes for pupils](#) in each key stage have increased over time and are now significantly above national data for attainment and progress.

## 1.5 Financial position

The financial health of the Leading Learning Trust has consistently improved since incorporation, as a result of effective financial management practices. Reserves as at 31 August 2018 (excluding Fixed Assets and Pensions funds) total £1,414m (2017: £942k). Centralised robust financial systems enable the trust board to have effective oversight and control of finances and promote a value for money culture.

The Trust's systems of strong internal financial controls is based on a framework of regular management information, delegation and accountability. Comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports are reviewed and agreed by the Trust Board of Directors.

The Trust also plans strategically for its medium to long-term efficiency and sustainability. This includes 3-5 years financial plans aligned to the Trust vision and anticipating as best as possible, potential changes in circumstances such as funding, pupil numbers and capital expenditure requirements. This enables the Trust to plan effectively, ensuring every pound works as hard as possible in improving the outcomes for pupils. In addition, planning ahead ensures the Trust is less reactive, more resilient to changes and well placed to mitigate risks.

Individual schools' finances are maintained separately on the accounting system with a percentage of income contribution from each school towards central Trust operating costs. These costs support paying central staff such as the Trust Chief Executive Officer



and the Finance Director, and providing services for all academies across the Trust such as school improvements, ICT, financial and auditing services. The contribution percentage of income will be reviewed by the Trust Board as the Multi Academy Trust grows to ensure affordability by schools joining the Trust.

### 1.6 Recent successes

| Achievement   | Detail  |
|---|---|
| CIF funding awards for both schools (only one other award in Newham) - (April 2018) | Out of 3 Condition Improvement Fund bids we submitted, we were successful in 2 instances:<br>a) Portway windows replacement - project cost of £373,751;<br>b) Selwyn hot and cold water pipework replacement - project cost of £240,241.  |
| Safeguarding audit SafeCIC  | Both schools achieved Gold Standard award.  |
| Social media accounts for both schools -Facebook and Twitter                        | Launched Facebook and Twitter accounts for both schools. This has provided excellent PR for both schools including supporting the recruitment process.  |
| GDPR (General Data Protection Regulation) (May 2018)                                | Policies, systems, processes and staff training in place for the implementation deadline in May 2018.   |
| Transfer of all data used at both schools to various cloud-based systems.           | This has improved efficiency and has allowed for seamless sharing of data across both schools, as well as substantial cost savings and effective compliance (eg. G Suite for Education and GDPR compliance). Positive publicity for the trust; establishment of the trust as a technology leader. |



|   |   |
|---|---|
| Excellent end of key stage outcomes in both schools.  | Both schools above national and inline/above Newham attainment data at the end of KS2, KS1, phonics and EY.<br><br>Progress for Portway is above national for reading and significantly above in writing and maths.   |
| Partnerships with Action Tutoring, a tutoring charity | One of our strategic goals/non-negotiables is to ensure that our data is consistently strong and above national comparisons. We have formed a partnership with Action Tutoring, a charity that provides access to tutoring for children who would not be able to pay for private sessions. This partnership continues into 2018/19. |

### 1.7 Our expectations - the non-negotiables

- Every child has equality of access to the highest quality academic, social, emotional, spiritual and physical education.
- A high quality, deep and enriched curriculum that meets the needs of the school community whilst incorporating a strong moral framework of British and ethical values.
- A carefully considered, bright and vibrant learning environment that reflects and celebrates the depth of all children's learning experiences.
- Safe and inclusive learning communities where pupil conduct, attitudes and behaviour are exemplary.
- Promote positive social and emotional wellbeing, mental health, resilience and wellness for children, staff and our families.
- A commitment to school to school collaboration.
- Consistent use of technology to support school collaboration and enhance teaching, learning and staff workload.
- Financial sustainability and stability.





## 1.8 Our offer

| Area       | Trust offer - what the charge includes   | Individual school level  |
|------------|--|--|
| Governance | Trust Board<br><br>Finance and Risk Management Committee (FARM)<br><br>Annual Trust Review Day<br><br>Opportunities for whole Trustee/Governor training<br><br>Joint SLA for Governor Services   | Own local Governing body.<br><br>Open invitations for all staff to attend Trust Board meetings, Finance, Risk Management (FARM) meetings<br><br>Chair of Governors attend termly School Improvement Board (SIB) Meetings |
| Finance    | Accounting Officer<br>Finance Director<br>Business and Resource Lead<br><br>Half termly meetings with CEO/FD and Head teacher/Senior Leaders<br><br>Finance training and awareness for all staff<br><br>Termly external audits<br>Support with Trust and school financial brokering to ensure best value for money | Own bursar/Finance Manager   |



|  |   |  |
|--|---|--|
| IT Systems   | IT Director<br>Adopt the Trust IT strategy  | Own or Trust technician<br>Own computing curriculum  |
| Compliance   | Health and Safety Lead to ensure Trust-wide compliance<br>Lead for Safeguarding to ensure Trust-wide compliance<br>Termly financial audits<br><br>SafeCic - external safeguarding review - biennial<br><br>External health and safety audit - biennial<br><br>LLT template website/support with website compliance  | School Business Manager and/or health and safety school lead<br><br>DSLs/Safeguarding Lead   |
| Leadership and Management standards/curriculum support | Termly SIB chaired by external Headteacher/Ofsted registered inspector attended by CEO, HTs, DHTs, CofG, Trustee<br><br>Annual Teaching and Learning Review (Ofsted style) by external team - lead buy and including registered ofsted inspectors<br><br>Peer review/moderation<br><br>MAT to MAT review/moderation<br><br>Leadership Group for all Head teachers - | Own: <ul style="list-style-type: none"> <li>● Vision/values</li> <li>● Leadership and management structure</li> <li>● CPD programme</li> <li>● Monitoring and evaluation schedule</li> <li>● School self - evaluation</li> <li>● School Development (SDP) documentation</li> <li>● Own links with outside training providers</li> <li>● Uniform</li> <li>● Behaviour policy</li> <li>● Pupil tracking and assessment systems</li> <li>● Branding</li> <li>● Daily routine/times</li> </ul> |



|           |   |   |
|-----------|---|---|
|           | <p>collaborative work on standards, the curriculum, research and development, and Trust wide and national initiatives</p> <p>Support prior and during Ofsted inspections</p> <p>Signposting training opportunities and links with Boleyn Trust Teaching School Alliance</p> <p>New Head teacher induction and mentoring</p> <p>Career development opportunities to lead/support on key areas of school improvement across the Trust</p> |   |
| Inclusion | Trust Inclusion Lead to ensure compliance and duty of care/best & shared practice   | Own inclusion lead/SenCo<br>Own inclusion offer |

### 1.9 Expressing an interest

Any school that is interested in exploring the possibility of joining the Leading Learning Trust should contact [emma.nicholls@leadinglearningtrust.org](mailto:emma.nicholls@leadinglearningtrust.org). A member of the team will then be happy to speak to your governing body about joining us. The Board of Trustees will be informed of any schools that have expressed an interest. Guidance on and steps to conversion are outlined on the following website - <https://www.nationalcollege.org.uk/cm-mc-academies-step-by-step-guide>

Following a meeting with Emma Nicholls and Steve Loganathan with your governing body and confirmation that the governing body would like to proceed to join the LLT, your school will need to confirm your decision to us and then complete the online registration of interest form on the DfE website:



<https://www.gov.uk/government/collections/convert-to-an-academy-documents-for-schools>

### **1.10 Due diligence**

Due diligence is the process by which the parties gather information about each other to ensure the integration process proceeds smoothly. In particular, it is used to identify risks, liabilities, cultural differences and practical issues that may cause difficulties later. It is intended to be a fully collaborative process and not an inspection. Key leads of the LLT Trust Executive Team will work with members of the school's leadership team to review significant areas of the school's work. This will include visits to the school so that the team can work with the headteacher, finance officer and governor representatives to establish levels of achievement, quality of provision and staffing, financial overview and the capacity of the leadership team to secure improvement. As with any effective school evaluation and monitoring, a range of agreed activities will be planned and carried out with school leaders. These will include learning walks and work scrutiny, a tour of the site, discussion with pupils and a detailed review of financial statements. Other relevant evidence may include the school's website, school's self-evaluation, improvement plan, and performance data which can be used to provide further evidence for the evaluation.

An agreed evaluation from due diligence activities will be drafted with school leaders in each of the key areas identified on the summary form and presented to Trustees and the governing body for consideration before approval to proceed with the application for conversion. This information is therefore intended to provide information to all parties in order to inform decision-making and ongoing improvement planning.