Leading Learning Trust: School Improvement

Our offer of support

Please get in touch with our CEO - Emma Nicholls (emma.nicholls@leadinglearningtrust.org) to find out more about how we can work in partnership.

Leading Learning Trust

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

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1.1. Introduction

Leading Learning Trust (LLT) was established in May 2016 and consists of two primary schools: Selwyn Primary School (the Trust's sponsor) and Portway Primary School. Both schools are located in Plaistow, in the London Borough of Newham and have received Outstanding judgements from Ofsted further to our March 2019 inspections.

Our schools are fully inclusive. We are at the heart of a wonderfully rich and culturally diverse community that represents over 20 cultural groups and nearly 40 different languages. Selwyn Primary School is also Newham's resourced provision for deaf and hearing-impaired pupils.

1.2. Our vision

We hold a strong belief that all children can achieve their fullest potential through a rich and engaging curriculum alongside the right care, guidance and support. We have the highest expectations of each and every child and our dedicated, high-skilled practitioners have developed significant knowledge and understanding about how to support pupils' learning by enhancing and adapting it to meet all needs.

Supporting schools with school improvement has been at the heart of every new relationship formed with the Leading Learning Trust. Our school improvement strategy is based around the following key principles:

- 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 pupils' 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.

1.3. Our track record

LLT has an established track record of offering school improvement to local schools through both direct sponsorship and providing expertise and professional development for neighbouring schools across Newham. Details of support that we have provided to date is available on request.

LLT's schools are testament to the quality of educational provision and capability within the trust to drive improvement. Selwyn was graded as Outstanding by Ofsted in March 2019 and has a history of excellent end of key stage outcomes; the most recent of which are summarised in Appendix 1. 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. Portway was graded as Outstanding by Ofsted in March 2019 - a significant achievement; Inadequate to Outstanding.

Our track record is indicative of the breadth and depth of expertise that make up Leading Learning Trust. LLT has highly competent school improvement leads across the trust who are able to provide direct support to schools in a range of areas.

1.4. Our offer of support

Our offer of support fits broadly into two areas:

- Curriculum support
- Leadership and management support

Details on each of the areas within these overarching categories is provided below.

1.4.1. Curriculum - reading

- Auditing the effectiveness of schools' reading curriculum and supporting leaders with accurate school self-evaluation.
- Implementation of a discrete reading curriculum with integrated wider curriculum links.
- Establishing a comprehensive home reading strategy.
- Providing support for the English Lead on the teaching of reading - whole class and one to one.
- Implementing and leading a school-wide phonics programme.
- Supporting English Leads with establishing reading resources to supplement and enhance the reading curriculum.
- Incorporating the depth and breadth of reading assessment foci into the reading curriculum (i.e. test preparation).

1.4.2. Curriculum - writing

- Auditing the effectiveness of schools' writing curriculum and supporting leaders with accurate school self-evaluation.
- Implementation of a discrete writing curriculum with integrated basic skills (spelling, grammar etc.) as well as wider curriculum links.
- Providing support for the English Lead on the teaching of writing - explicit modelling with the integration of prior learning.

1.4.3. Curriculum - maths

- Auditing the effectiveness of schools' maths curriculum and supporting leaders with accurate school self-evaluation.
- The development of a cohesive primary maths curriculum, ensuring that basic skills is the bedrock of the school's maths curriculum offer.
- Developing a maths lesson structure that incorporates the application of mathematical skills and knowledge.

1.4.4. Curriculum - wider review

- The 3Is; justification and evidence.
- Cultural Capital/enrichment and the impact of additionality.
- The assessment of the wider curriculum.
- Progression from EY to Y6 and rationale.
- Supporting subject leaders to write and deliver their subject self-evaluations in the SEF and to external audiences such as Ofsted/governors.
- Supporting school leaders to implement definitive school expectations/policy on the quality/quantity of written outcomes.

1.4.5. Curriculum - design and delivery of blended learning

- Transitioning of Remote Learning into blended learning so that it has a positive and sustainable impact on the quality of teaching and learning.

1.4.6. Leadership and management - assessment

- The journey from formative to summative assessment and how leaders use this to inform teaching and learning.
- Supporting teachers to use and apply data analysis.
- Assessing the wider curriculum.
- Tracking and using data to reduce gaps in attainment and supporting school leaders in articulating this with school staff through quality pupil progress meetings.
- Aligning schools systems within a MAT
- School environment and core values/expectations
- Behaviour - analysis/reporting for governance and systems/classroom expectations and beyond for all staff/compliant versus behaviour for learning

- Classroom procedures - quality of routines and outcomes, behaviour, quality of pupil outcomes
- Special Measures to Outstanding.

Leadership and management - audit and support of any subsequent review of people management systems and processes

- Developing and documenting safer recruitment systems, including management of the Trust SCR (Single Central Record) and associated systems and processes.
- Auditing and implementation of people management systems that will support the Trust's delivery of its objectives.
- Digitisation of HR systems - recruitment, selection, issuing of contracts, onboarding and induction, as well as staff development.
- Aligning of school HR systems and ways of working across a rust.
- Ensuring that staff policies and contracts are focussed on supporting the operations of a Trust, rather than of individual schools.
- Working in partnership with any collective representation bodies in place at the Trust through any review work carried out.
- Auditing of current school/Trust MIS systems (HRIS and pupil management information systems), as well as support for any retendering exercise.
- Supporting the application of a number of easy-to-use, low cost, automated solutions (eg. Google Forms, Form Approvals add-on to Google Workspace, PandaDocs cloud-based, subscription electronic signing platform).

1.4.7. Leadership and management - safeguarding

- SCR auditing and planning for improvement.
- Policy development - content and systems
- Ensuring compliance (eg. DfE updates, changes as a result of Brexit).
- Reviewing the links between safeguarding and effective governance.
- Aligning of all safeguarding systems, processes and documentation across the Trust.
- Support in the development of a culture and ethos of safeguarding.

1.4.8. Leadership and management - SEND

- Auditing provision.
- Systemising SEND provision.
- Provision mapping and using funding support efficiently.
- Intervention planning and monitoring and linking to PPMs.
- Increasing accountability of pupil outcomes through effective Pupil Progress Meetings and linking to provision mapping.
- Provision for deaf and hearing impaired pupils.

1.4.9. Leadership and management - ICT [further detailed information is available]

- Auditing current provision and supporting changes to the management of IT systems, processes and assets (including a full audit of current software in use, and the procurement of hardware).
- The development and implementation of a digital strategy - including cultural transformation to support working with cloud-based systems (delivering substantial savings).
- Supporting the development of remote/blended learning approaches.

1.4.10. Leadership and management - head and deputy head teacher support

Managing support staff:

- CPD and linking to monitoring, appraisal.
- The development of targeted roles.
- Teaching and learning.

Supporting middle leaders:

- Curriculum implementation (3Is) and links to SDP.
- Ensuring they are able to contribute to school development and SEF.
- Reporting to school governors.
- Monitoring, planning and preparation.

School self-evaluation:

- Monitoring: learning walks/observations and feedback

Writing SEFs/SDPs

- The journey to 'Outstanding'.

Please ask about how we can help support **governance administrative systems and processes,** as well as **data protection systems and processes.**

1.5. Our people

We have a strong team of school and Trust leaders in place, who are able to work with partner schools to deliver our school improvement offer. Names are provided below; pen portraits are available on request.

1.5.1. Leading Learning Trust

Emma Nicholls – Chief Executive Officer

Jacqui Waine – Trust Development Lead

Abid Patel – Trust IT Director

1.5.2. Selwyn Primary School

Helen Mawer – Headteacher at Selwyn Primary School

Elaine Pyke – Deputy Headteacher at Selwyn Primary School

Michael Boxall – Deputy Headteacher at Selwyn Primary School

Lucy Elliott – SENCo at Selwyn Primary School

1.5.3. Portway Primary School

Scott Chudley – Headteacher at Portway Primary School

Gemma Hall – Deputy Headteacher at Portway Primary School

Iona Rolfe – Assistant Headteacher at Portway Primary School

Bethany Charters – Assistant Headteacher at Portway Primary School

Lorna Gilbey – SENCo at Portway Primary School

Suzanne Toman – Teaching and Learning Director for Maths at Portway Primary School

Appendix 1 - Leading Learning Trust - Key Stage 2 Results

Most recent attainment data across both schools, and in comparison with national results.

Table A - Key Stage 1

		Selwyn	Portway	National
At Expected	Reading	81%	78%	79%
	Writing	78%	77%	76%
	Maths	83%	78%	80%
	Combined	76%	77%	72%
Greater than Expected	Reading	35%	33%	28%
	Writing	33%	33%	21%
	Maths	37%	33%	27%

Table B - Key Stage 2

		Selwyn	Portway	National
At Expected	Reading	87%	80%	73%
	Writing	84%	83%	78%
	GPS	87%	84%	78%
	Maths	87%	80%	79%
	Combined	76%	82%	65%
Greater than Expected	Reading	45%	28%	27%
	Writing	40%	25%	20%
	GPS	63%	45%	36%
	Maths	50%	20%	27%
	Combined	27%	10%	11%
Phonics	Year 1	89%	83%	82%
	Year 2	93%	90%	91%
EYFS	GLD	80%	87%	76%