

Assistant Principal

Bristol Metropolitan Academy

Candidate Information Pack



BRISTOL
METROPOLITAN
ACADEMY



Cabot
Learning
Federation

 Rolls-Royce

 UWE
Bristol University
of the
West of
England

 National College for
Teaching & Leadership

 National Centre
for Excellence in the
Teaching of Mathematics

National Support School
designated by
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Introductions

Chief Executive
Officer & Chair
of CLF Board

On behalf of the Board of the Cabot Learning Federation (CLF), I would like to thank you for your interest in the exciting role as Secondary Assistant Principal at the Bristol Metropolitan Academy, part of the Cabot Learning Federation. The CLF has a proven track record of growing leaders and creating opportunities for career development. Your interest in the CLF coincides with one of the most exciting phases in our development and I hope that, after having read the contents of this pack and undertaken other research, you will feel inspired to take your interest further and arrange a visit to see the work of the Federation for yourself.

All members of the CLF team are committed to providing the very best opportunities for every young person we educate to achieve their potential. There is a belief in the CLF that outstanding achievement in our academies can be realised more quickly and with greater sustainability through proactive collaboration. The strong sense of moral purpose that is our hallmark, has helped to create an environment within which all leaders take a collective responsibility for the learning and success of all 8,000 pupils in our care. We promote a culture in which openness to peer and external scrutiny and an active willingness to share and promote the very best practice are key factors in the

improvement in our academies. Furthermore we are committed to supporting and learning from the education community in Bristol, Bath, Weston-Super-Mare and the surrounding areas, and are keen to fully contribute to system leadership to the benefit of the broader communities we serve.

We are looking for an Assistant Principal who shares this commitment and holds values conducive to making our ambitious goals a reality. We are seeking someone who, like us, recognises that effective collaboration is the best route to outstanding achievement, and who will have an unrelenting focus on high-quality learning, teaching and leadership required to support the primary aims of Bristol Metropolitan Academy and the CLF.

This candidate brief provides some background information about the Assistant Principal role, the Federation's development to date and the key themes in our vision: 'Embedding Excellence'. We very much hope that the opportunities and challenges facing the Cabot Learning Federation will excite you, as they do us, and lead to you submitting an application.



Steve Taylor



Professor Jane Harrington



Cameron Shaw
Principal

Thank you for expressing an interest in the Assistant Principal post at Bristol Metropolitan Academy. You are considering joining the academy at an exciting time as we build on the excellent achievements of the academy in recent years.

This appointment will be central to sustaining and continuing these improvements. It will offer an excellent opportunity to work among an outstanding leadership team both within the Academy and the wider federation. This role has become available due to the current substantive post holder gaining promotion within the Federation.

You will be joining a hardworking and dedicated team of support staff, teachers and senior leaders. We believe that every child can succeed regardless of background or start point and expect the same commitment from all who work with us.

We are looking for a leader who will complement the existing team but also add challenge and new ideas. Bristol Metropolitan Academy is a fantastic place to work and learn and I look forward to receiving your application should you choose to apply.

Cameron Shaw
Principal

ASSISTANT PRINCIPAL

Contract: Full-time, permanent

Salary: L12 – L17, £51,640 - £58,390 per annum

Start: 1 September 2018

The Cabot Learning Federation is the largest non-diocesan academy group in the South West. The CLF currently sponsors six secondary academies, six primary academies, Digitech Studio School, a discrete Post 16 provision, and King's Oak Academy - CLF's first 3-19 all through provision.

This exciting opportunity offers the chance to undertake an Assistant Principal role within Bristol Metropolitan Academy. You will work positively with the Principal and Vice Principal to identify priorities and opportunities for academy improvement that support the achievement of outstanding outcomes. You will also lead on the delivery of one of an academy's strategic aims and rigorously ensure that the academy's systems are working smoothly and effectively on a day to day basis.

You will be an inspiring leader who, through leading by example, will promote high expectations and support the delivery of high attainment for all students. You will be an effective team player who is dynamic, creative and able to play a significant role in the strategic direction and development of the academy.

Working within the federation you will benefit from excellent peer support from colleagues in similar roles across the Federation and great opportunities for continuing professional development. You can expect positive challenge, a supportive environment to succeed within and, in the longer term, further career opportunities across the Federation.

Closing date: Tuesday 20th February 2018 at midnight

Assessment and interview date: w/c Monday 26th February 2018

CLF is an Equal Opportunity Employer. We respect and seek to empower each individual and support the diverse cultures, perspectives, skills and experiences within our workforce.

Please refer to Part 8 for the Application and Selection Process.

The Cabot Learning Federation are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will, in accordance with statutory guidance, be subject to a comprehensive pre-employment checking process including references from current and previous employers, health, right to work in the UK and a child disqualification check. The checks will also include an enhanced DBS check and a further check against the appropriate barred list.



Advert

Bristol Metropolitan Academy serves nearly 900 students in Fishponds, East Central Bristol, and has a strong track record in supporting students to make exceptional progress. Its diverse and vibrant population comprises more than fifty nationalities and languages, providing a rich cultural experience to students. The school serves an area which has above average deprivation, and the intake is truly comprehensive, with a broad spread of abilities and socio-economic backgrounds represented in the student body. Consequently, Bristol Metropolitan Academy is a vibrant, energetic and dynamic place to come to learn and to work. It is a place of safety where the talents of students and staff are celebrated, where difference is respected, where expectations are high and potential is realised. Over time the school has been proven to be successful in achieving exceptional results. Students at Bristol Metropolitan Academy progress significantly more than their peers in other schools across the country. Since opening in 2009, the Academy has improved year on year, enabling more students to move on to Further Education than ever before. Over the last three years the Academy has repeatedly been in the top performing schools for student progress in Bristol and the wider South West. Outcomes for disadvantaged students are stronger not only than the national pupil premium cohort but also the national non-pupil premium cohort. Bristol Metropolitan Academy is fast becoming synonymous with excellent outcomes for all. The Academy is particularly strong at offering a personalised curriculum, tailoring each student's timetable to their

strengths and providing targeted intervention for their areas of development. In their most recent visit in January 2017, Ofsted noted that "the curriculum is a strength of the school" supporting students to achieve highly and to be ready for the next stages of their learning career.

The Academy is a centre of excellence within the community, and the building is used regularly by local groups for community events, sports and social clubs. Local primary schools bring their students to share in the use of facilities and to benefit from expert specialist teaching and members of our team also deliver discrete languages lessons to students within their primary school environment. We work alongside our Primary partners and across the Cabot Learning Federation to share staff training and to ensure that we provide the best experiences for our local community, and our partnerships with local business leaders have afforded our students opportunities for work experience, mock interviews, job shadowing and mentoring. In addition, all students are provided with opportunities to learn beyond the school environment in the form of trips and visits over the course of the academic year. Bristol Metropolitan Academy is defined by a culture of participation - students get involved in a broad range of activities before, during and after the school day as well as gaining valuable work-based and further study skills. From the free breakfast club at the start of every day to the after school opportunities in sport, music and independent study, students are keen to join in with new activities, to



Bristol Metropolitan Academy

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Bristol Metropolitan Academy

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support one another and most of all to have fun. A recent visitor to the Academy noted: "It is a breath of fresh air to see so many students able and encouraged to take part in any sport of their choosing. It is fantastic to see students being competitive and pushing themselves to be the best they can." In addition to clubs which run for enrichment, well-being and relaxation, there are elite programmes like the Basketball Academy and Cheerleading Squad. This year the basketball team enjoyed national and international success, and the cheerleading team were National Grand Champions. Wider opportunities include football, basketball, cricket, netball, trampolining, fencing, sailing, snooker, dance workshops, drama, debating, music production, band club, and art club, as well as opportunities to complete homework and revise with teachers after school. In addition, over the course of the year students are given numerous opportunities to share their skills and talents with their peers and visitors, from concerts to musical productions, sporting displays and demonstrations, talent shows and competitions, all characterised by a large crowd of supportive students and a desire to create, to celebrate, to participate and to have fun. The school productions enjoy local renown for quality, with reviews in the local press and regular 'command performances' commissioned at local

events beyond the usual run of performances. The ethos at Bristol Metropolitan Academy is central to the school's success; the Metropolitan Way makes it a safe, purposeful and happy place to learn. In addition, there is wealth of small group and one to one work, and our innovative intervention suite, The Hub, is used by students of all age and ability levels to receive coaching and additional tuition in English and maths. The staff teams are considered by students to be reliable, trustworthy and knowledgeable. When Ofsted visited the Academy in January 2017, they said that "staff respect and value pupils' different cultural identities. More than this, these are seen as a crucial ingredient underpinning the 'Metropolitan Way', the school's defining set of values." Adjudged 'Good' in 2017 with 'outstanding' judgements for outcomes, personal development and well-being, and leadership, Bristol Metropolitan Academy enjoys a strong reputation locally and regionally and sits at the heart of the improvements seen in the city of Bristol in recent years. The staff at Bristol Metropolitan Academy are passionate and committed, and the students ambitious. This makes for a challenging and hugely rewarding environment which will bring great professional success and personal satisfaction to the successful candidate.



ASSISTANT PRINCIPAL

SALARY: L12 – L17

The Assistant Principal's primary responsibilities are:

Supporting the Academy's overall development by:

- Leading on one of the Academy Strategic Aims.
- Rigorously ensuring all Academy systems are working smoothly and efficiently on a day-to-day basis.
- Inspiring leadership ensuring a high quality of education and high standards of achievement for all students.
- Providing strategic Academy leadership and translating planning into positive action and results.
- Modelling professional behaviour, promoting high expectations, challenging peers, and being the lead professional.
- Increasing the standard of achievement of all students and ensuring student performance is at least in line with Academy and Trust targets.
- Ensuring that the Academy site is maintained to the highest standards and secure developments that make efficient and effective use of the building and capital resources to deliver an outstanding education.
- Supporting on HR matters such as conduct, capability and grievance.
- Carrying out such other duties as are required and as are commensurate with the grade of the post.

Leading Academy Improvement by:

Working with the Principal and Vice Principal to identify priorities and opportunities for Academy improvement to achieve outstanding outcomes. These priorities will either have been identified by externally prescribed key performance indicators (DfE, Ofsted) or stream directly from the Principal, such as:

- Academy wide Self-Evaluation and Improvement Planning
- Delivery of 'Outstanding' Teaching and Learning
- Delivery of 'Outstanding' Achievement Year 7 to 11
- Delivery of 'Outstanding' Culture and Ethos
- Taking responsibility for academy wide behaviour
- Performance Management
- Assessment and Curriculum development
- Managing performance and HR matters
- Synergy of Academy wide systems
- Communication with parents
- Community and public relations
- Ensuring the site provides an outstanding learning environment through careful resource management
- Carrying out other duties as required and as commensurate with the post

Areas of responsibility:

- The leadership of Academy Improvement
- Ensuring the Academy is Ofsted ready
- Academy's key targets
- Smooth running of the Academy day to day

Accountability:

- Accountable to the Vice Principal

Leadership:

- Curriculum Leaders
- Year Team
- Academy Staff

Outward-facing role:

- Represents the Academy at Federation events and networks
- Represent the Federation at networks and strategic panels as appropriate.

Has awareness of:

- Contemporary effective school improvement strategies
- Current developments in the education sector
- Changes to National performance measures
- Federation HR policies and relevant employment legislation

**Job
Description**

Senior Leadership in the Cabot Learning Federation:

While the range of responsibility changes as roles become more senior in the organisation, there are a number of core features that are consistent to all leadership roles across the CLF. Below are five core features and their hallmarks.

The five core features senior leadership in the Cabot Learning Federation:

Moral Purpose

- Pupils first – a belief that all pupils can achieve and an unwavering commitment to pursue successful outcomes for all
- Championing the vulnerable
- Commitment to equality of opportunity

An Effective Team Player

- Dynamic and supportive
- Committed and passionate
- Innovative and high performing
- Emotionally intelligent
- Proactive contribution

Dynamic and Creative Executive Leadership

- Leading through others
- Altruistic collaboration

A significant contributor to strategic thinking and development

- Inspire and drive
- Oversee the development of strategy and policy
- Lead consultation and implementation

Courageous and committed leadership, effective role modelling

- Observing the highest standards
- Getting every day right

The ten personal qualities needed for leadership roles in the CLF:

- A capacity for hard work
- Eternal optimism and resilience in the face of challenges
- The ability to inspire
- An unshakeable conviction that young people can be successful in spite of their circumstances or other external factors
- High level interpersonal skills
- Excellent time management
- The ability to remain calm under pressure or in stressful situations
- The ability to pause and reflect and think before making an important decision
- The ability to respond positively to and deliver constructive criticism
- The ability to delegate effectively

Person Specification

The ten skills, qualifications and associated professional experiences essential for the role of Assistant Principal

| KEY LEADERSHIP SKILL AND/OR KNOWLEDGE | EXPERIENCE REQUIRED | |
|---|---|--|
| Vision, passion, presence | <ul style="list-style-type: none"> The ability to deputise effectively in the absence of the Principal/Vice Principal A track record of creating and implementing a whole-school vision for improving or a successful school An enthusiast for education and a belief in the potential of young people and staff and their capacity to succeed Able to demonstrate a passionate and visionary approach to teaching and learning | <ul style="list-style-type: none"> Well-developed interpersonal and communication skills (including written, oral and presentation) Enthusiasm, vision, drive, adaptability and resilience Demonstrate gravitas, credibility and lead courageously A strong visible presence within the Academy leading by example and holding high expectations of self, staff and learners Displays the highest levels of personal and professional integrity |
| School improvement | <ul style="list-style-type: none"> A track record for leading a school to improved performance, as demonstrated by Ofsted judgements and/or student outcomes over time | <ul style="list-style-type: none"> Experience of action planning and delivery of raising attainment programmes |
| Strategically thinking and planning | <ul style="list-style-type: none"> Experience of delivering strategic leadership in a school, leading to demonstrable school improvement Able to think differently, strategically, and creatively in approach to solving problems | <ul style="list-style-type: none"> Able to understand, analyse and make effective use of a wide range of data Able to find simplicity from complexity |
| Ability to take on leadership in challenging circumstances and challenge underperformance | <ul style="list-style-type: none"> Displays passion for education and dedication to working with students from the full range of our context Extensive experience of developing staff and building teams | <ul style="list-style-type: none"> Demonstrate motivational, empowerment, delegation coaching and mentoring skills Recent experience of working in a challenging/under-performing school and effectively challenging under performance in staff |
| An understanding of the principles of effective change management and knowledge of what that means in practice | <ul style="list-style-type: none"> Experience of leading innovation & change management in a school - a successful innovator of school improvement that has impacted positively upon student outcomes, including for vulnerable students | |
| An appetite to seek out and develop innovative practices in education, including implementation of new technologies | <ul style="list-style-type: none"> Experience of leading advancement in a school to support high quality learning and teaching | <ul style="list-style-type: none"> A commitment to raising the aspirations of the whole Academy community |
| Effective networking skills | <ul style="list-style-type: none"> Experience of working with multi agencies and other partner organisations and external stakeholders to develop new approaches and accelerating improvement | <ul style="list-style-type: none"> Has the ability to connect with people at every level to create formal and informal networks outside of hierarchy, from students to teaching staff, parents to academy council and collaborate across the federation |
| Self-evaluation and scrutiny | <ul style="list-style-type: none"> Understanding of the principles and practice of effective self-evaluation and preparation for inspection Experience of leading a school successfully through inspections and other external scrutiny processes | <ul style="list-style-type: none"> Able to ensure rigor and accountability through strong line management of significant curriculum teams and important aspects of the Academy Be inquisitive in every aspect of the Academy, seeking to stimulate improvement, galvanise teams, challenge and support individuals |
| Understanding of student motivation, engagement, behaviour and attitudes to learning | <ul style="list-style-type: none"> Experience of re-motivating disengaged learners in school, improving attendance, behaviour and pupil performance, including for vulnerable pupils | <ul style="list-style-type: none"> Able to maintain daily connections with all colleagues and students around the Academy through consistently high visibility |
| Commitment to self-development and own learning | <ul style="list-style-type: none"> Degree and teaching qualification Qualified teacher status Recent and relevant leadership development/training | <ul style="list-style-type: none"> Demonstration of on-going and current CPD Intention to gain NPQH |



Bristol is an old city with a proud maritime heritage. The original town was listed in the Anglo-Saxon Chronicle of 1051. Bristol is a university town and has always welcomed visitors from far and wide. A proud multicultural city, a ten minute drive will take you from the heart of the city to the countryside. Bristol is centrally placed, two hours from London, the midlands and the south coast and a forty minute drive to south Wales. Bristol was hailed recently by the Sunday Times “as the best city to live in Britain.”

There are a wide range of properties on the market from new apartments to family homes. Average prices in the area where the Academies are based are £265,000 for a terraced property, £302,000 for a semi-detached property and an overall average price of £307,000.

Once languishing at the bottom of the school league tables there has been a major investment in schools in Bristol and the surrounding areas. This has led to a continued improvement in exam results both within the Cabot Learning Federation and schools across the wider area.

There are several world-class attractions in Bristol, including Britain’s most acclaimed historic ship the SS Great Britain, its iconic suspension bridge, (both built by Isambard Kingdom Brunel) the world’s fifth oldest zoo, and an outstanding network of free city museums. Bristol is also home to Britain’s

oldest working theatre, The Bristol Old Vic, which was recently newly-refurbished and showcases some of the most cutting-edge theatre in the country.

Bristol plays host to major festivals throughout the year, the Bristol Balloon Festival, The Harbour Festival, Brisfest and Grillstock to name but a few. From major West End shows, to stand-up comedy and performing arts festivals, Bristol has plenty of plays and productions to suit all tastes. There are also plans for an arena to be built by 2017.

Bristol takes food seriously - it has award-winning restaurants, restaurants on boats, cafés and restaurants that are great for kids, and dining for grown-ups. It also hosts fantastic foodie events and markets throughout the year.

Bristol’s shopping quarter has over 500 stores, more than 50 cafes and restaurants, great cinemas and entertainment. There is also The Mall at Cribbs Causeway, this is a great place to shop where you will find 135 top name stores, 7,000 free parking spaces and regular late night shopping.

Bristol’s harbourside remains the buzzing hub of the city. The harbourside is now an attractive, modern development filled with restaurants, bars, shops and hotels. With the long stretch of waterway making for lovely strolls on either side of the harbour.



Location

Bristol

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Application and Selection Process

All applications will be acknowledged. There is a nominal closing date for this role of Assistant Principal, however candidates are encouraged to submit their applications as soon as possible, as preliminary discussions may begin as soon as expressions of interest are received.

| Action | Date |
|--|-------------------------------------|
| Closing date for applications | Tuesday 20th February 2018 midnight |
| Shortlisting and advising candidates of the next steps | by Friday 23rd February 2018 |
| Assessment day and selection interview | w/c Monday 26th February 2018 |

To apply:

Please complete an application form via the CLF Careers Hub, including names, positions, organisations and telephone contact numbers for at least 2 referees (preferably your most recent employer(s)). If you do not wish referees to be approached without your permission, please indicate this clearly.

Please attach:

A short (no more than 3 pages) statement highlighting your motivation for the role as Assistant Principal. We are keen to discover more about the experiences you have gained that have prepared you for a post such as this. It would be helpful if you could construct your letter around these three areas:


- How the experiences you have had in your career to date prepare you for the role of Assistant Principal? Please include any examples of particular projects or initiatives that have had impact. Consider how your experience and achievements match the requirements of this position.
- The makings of a successful school leader and how would you measure your own success in August 2019 at the end of your first full academic year in post.
- What you would do in your first 100 days in post to establish yourself within an academy.

Please also complete the equality and diversity questionnaire at the end of the Application Form.

All applications should be submitted via the online portal. Applications in any other form will not be accepted.

If you have any queries or issues with the application form, please contact HR at **hr@clf.cabot.ac.uk**

If you have any queries on any aspect of the appointment process, need additional information or wish to have an informal discussion please contact Marcus Gray, HR Manager via email or by phone on 07525 872920.



Cabot Learning Federation

Background

The journey that has seen the development of the Cabot Learning Federation (CLF) began in September 2007 when John Cabot Academy (JCA) and Bristol Brunel Academy (BBA) were opened on the same day. In September 2009 we were joined by Bristol Metropolitan Academy (BMA) and the CLF was formed, jointly sponsored by Rolls Royce PLC and the University of the West of England.

The core purpose of the CLF is at the HEART of all that we do. Our vision is simple we believe that by working together rather than in isolation we can accelerate school improvement and embed excellence in our academies. In doing so we create more opportunities for lifelong success of our students as they become young adults.

The fundamental mission of the CLF will be that its work will bear all the hallmarks of excellence in all that it does by 2020. In uncertain times it is through the ubiquitous culture of excellence and the highest standards in all aspects of work that the CLF is best placed to respond to the needs of its stakeholders through to 2020 and beyond.

Since 2009 the Federation has grown steadily and now incorporates the following provisions:

- BPA – Begbrook Primary Academy (Primary)
- BBA – Bristol Brunel Academy (Secondary)
- BCA – Bath Community Academy (Secondary)
- BMA – Bristol Metropolitan Academy (Secondary)
- CAB – City Academy (Secondary)
- DSSB – Digitech Studio School Bristol (Studio School)
- FVA – Frome Vale Academy (Primary)
- HPA – Hans Price Academy (Secondary)
- HWA – Hanham Woods Academy (Secondary)
- HVA – Haywood Village Academy (Primary)
- JCA – John Cabot Academy (Secondary)
- KOA – King's Oak Academy (All-through)
- MPA – Minerva Primary Academy (Primary)
- P16 – CLF Post 16 (Post 16)
- SA – Summerhill Academy (Primary)
- WFA – Wallscourt Farm Academy (Primary)

Establish **High expectations**
for all that we seek to achieve

Create **Equity** of opportunity,
removing disadvantage

Champion the success and life chances of **All children**

Furnish pupils and staff with the **Resilience** to succeed
as lifelong learners

Promote **Tolerance** and respect for ourselves,
our communities and our environment

Key Stage 1 & 2

Good Level of Development (GLD):

| Academy | 2016 | 2017 |
|----------------------|------|------|
| Begbrook | 54% | 73% |
| Frome Vale | 64% | 68% |
| Haywood Village | | 86% |
| King's Oak (primary) | 70% | 78% |
| Minerva | 75% | 57% |
| Wallscourt Farm | 82% | 72% |

Phonics teaching across the CLF primary academies is strong. 84% of children passed the phonics screening test, which was an increase on the outcomes in 2016. Haywood Village and King's Oak ran the phonics screen check for the first time. All the other academies achieved, or exceeded, the national average of 81%. 70% of pupil premium pupils passed the phonics check compared to 87% non-pupil premium pupils.

| Academy | 2016 | 2017 |
|----------------------|------|------|
| Begbrook | 67% | 82% |
| Frome Vale | 91% | 96% |
| Haywood Village | | 75% |
| King's Oak (primary) | | 78% |
| Minerva | 74% | 77% |
| Wallscourt Farm | 86% | 90% |
| CLF | 77% | 84% |

The below shows the headline figures for KS1 SATs. This is the first year that the combined scores for reading, writing and maths have been recorded. Disadvantaged children did not perform as well as non-disadvantaged children.

| Subject | Reading | Writing | Maths | Combined |
|----------|---------|---------|-------|----------|
| Reading | 69% | 65% | 69% | 69% |
| Writing | 54% | 71% | 50% | 61% |
| Maths | 67% | 65% | 68% | 74% |
| Combined | 49% | 61% | 47% | 55% |



Key Stage 2:

Pupil outcomes at Key Stage 2 were strong in 2017 at Begbrook and Minerva, where progress scores were above national in all subjects with the exception of maths at Minerva. Key Stage 2 performance was less strong at

| Academy | Begbrook | | | | Frome Vale | | | | Minerva | | | |
|----------|------------|------|----------|------|------------|------|----------|------|----------|------|----------|------|
| | Progress | | Exp. Std | | Progress | | Exp. Std | | Progress | | Exp. Std | |
| | 2016 | 2017 | 2016 | 2017 | 2016 | 2017 | 2016 | 2017 | 2016 | 2017 | 2016 | 2017 |
| Reading | 1.8 | 0.2 | 74% | 68% | -3.7 | -3.9 | 40% | 50% | 1.4 | 0.2 | 63% | 65% |
| Writing | 0.1 | -0.7 | 75% | 82% | 0.0 | -4.9 | 68% | 71% | 3.1 | 2.4 | 73% | 75% |
| Maths | 1.5 | 1.3 | 71% | 82% | -0.4 | -3.4 | 64% | 54% | 2.3 | -1.1 | 73% | 68% |
| Combined | | | 58% | 58% | | | 36% | 29% | | | 58% | 63% |
| APS | 14.8 | | | | 14.2 | | | | 14.6 | | | |
| Academy | Summerhill | | | | CLF | | | | | | | |
| | Progress | | Exp. Std | | Progress | | Exp. Std | | | | | |
| | 2016 | 2017 | 2016 | 2017 | 2016 | 2017 | 2016 | 2017 | | | | |
| Reading | -1.0 | -2.6 | 63% | 58% | -0.1 | -1.5 | 63% | 61% | | | | |
| Writing | -1.2 | -3.8 | 67% | 59% | 0.2 | -1.9 | 70% | 70% | | | | |
| Maths | -1.6 | -2.3 | 64% | 70% | 0.1 | -1.2 | 68% | 71% | | | | |
| Combined | | | 45% | 46% | | | 50% | 50% | | | | |
| APS | 16.7 | | | | 15.5 | | | | | | | |

Since the summer, the CLF primary academies are employing a range of strategies to optimise pupil outcomes across the key stages.

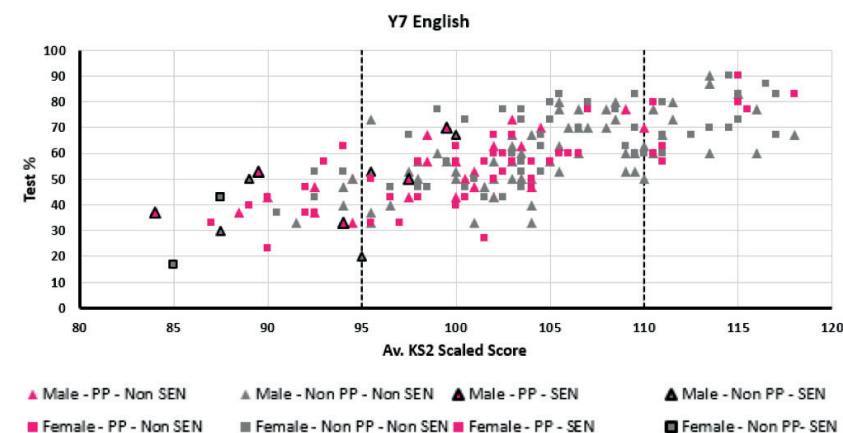
The CLF is closing the gap between disadvantaged and non-disadvantaged pupils at KS2. This has been achieved by teachers and senior staff coming together to share good practice and to learn from each other.

All the primary academies have received good judgements from Ofsted.

We are not complacent and know we still have some inconsistencies across subjects and some groups are still not achieving in line with national expectations. We need to ensure we meet the needs of our higher ability children ensuring they are challenged and stretched using the new curriculum.

We are continuing to develop our understanding of the new age-related expectations working on the new national curriculum and developing our assessment procedures in line with age-related expectations. This is exciting and innovative work. All the primary teachers have the opportunity to work in their year groups, developing a shared understanding of outstanding classroom practice where assessment for learning is at the heart of everything we do.

There is a shared approach to KS3 across the secondary academies for Year 7 and 8. The curriculum is based on shared Age Related Expectations, shared curriculum and shared assessments. This is informed by and coherent with the Primary curriculum in the Federation. This started in September 2016 and initially included EBacc subjects. The Age Related Curriculum is presently being developed for non-EBacc subjects. From September 2017, all students in Year 7 and 8 have been following a shared curriculum and complete 4 common assessments per year.



The graph above presents academy level individual student performance in common Year 7 English Assessments compared to their KS2 scaled score.

This highlights individuals' performance in the common English assessment compared to their starting point at the end of KS2.

Key Stage 4

The following table provides the context of the Secondary Academies within the Cabot Learning Federation. Academies are typically below or significantly below national average on entry to KS3 and the proportion of disadvantaged students is also high in all but two Academies. There is presently over 1000 student in Year 11.

| Academy | APS | Year 11 | NoR | % Male | % PP | % SEN |
|-------------------------------------|------|---------|------|--------|------|-------|
| Bristol Brunel Academy | 27.1 | 191 | 1063 | 51 | 34 | 15 |
| Bath City Academy | 25.5 | 41 | 122 | 60 | 46 | 35 |
| Bristol Metropolitan Academy | 26.8 | 164 | 868 | 54 | 42 | 14 |
| City Academy Bristol | 24.7 | 124 | 634 | 56 | 53 | 17 |
| Hans Price Academy | 26.3 | 75 | 667 | 48 | 50 | 14 |
| Hanham Woods Academy | 28.7 | 163 | 862 | 52 | 18 | 17 |
| John Cabot Academy | 29.5 | 157 | 791 | 52 | 21 | 19 |
| Kings' Oak Academy | 27.6 | 106 | 686 | 46 | 29 | 20 |
| Digitech | 28.6 | 62 | 121 | 69 | 28 | 19 |
| CLF | 27.5 | 1083 | 5814 | 52 | 34 | 17 |
| National Ave. | 28.5 | | | 50 | 29 | 14 |

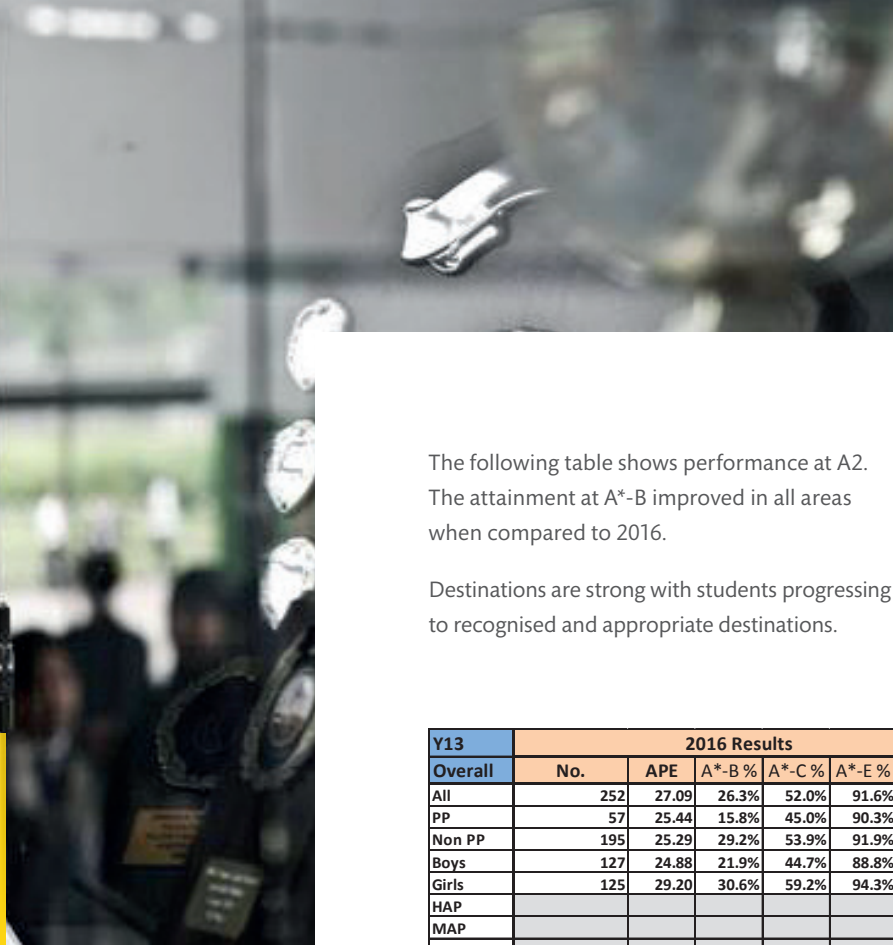
The following table highlights the performance of each secondary Academy for the key headline indicators.

| Academy | APS | Basics 9-4 | Basics 9-5 | P8 | Att 8 | Ebacc 9-4 |
|-------------------------------------|------|------------|------------|-------|-------|-----------|
| Bristol Brunel Academy | 27.3 | 51 | 29 | 0.05 | 42.7 | 9 |
| Bath City Academy | 27.6 | 38 | 22 | -0.87 | 33.6 | 4 |
| Bristol Metropolitan Academy | 26.3 | 56 | 38 | 0.33 | 43 | 14 |
| City Academy Bristol | 24.9 | 43 | 31 | 0.07 | 35.9 | 5 |
| Hans Price Academy | 27.8 | 52 | 31 | 0.17 | 44.7 | 5 |
| Hanham Woods Academy | 28.1 | 50 | 26 | -0.88 | 36 | 9 |
| John Cabot Academy | 28.7 | 68 | 44 | -0.34 | 44.9 | 7 |
| Kings' Oak Academy | 28.2 | 57 | 35 | -0.22 | 43.8 | 5 |
| Digitech | 27.9 | 52 | 24 | -0.56 | 38.3 | 2 |
| CLF | 27.4 | 53 | 32.1 | -0.2 | 40.79 | 8 |

P16

The present Post-16 provision is split across 2 sites and largely serves students from Cabot Learning Federation academies in East Central Bristol and South Gloucestershire. The following details the attainment and value added (VA) for A2 for summer 2017. There is an 11.3% improvement in students achieving A*-B and an increase of 6.3% for the percentage of students achieving A*-A. Our overall VA has increased by 0.4.

| A Level | | | | | | | | | | Overall | | | Academic | | | Applied General | | |
|------------------------------|----------|--------------|------|------|------|------|------|------|-------|-----------|-------|--------------|----------|-------|--------------|-----------------|-------|--|
| CLF Total | Y13 Nos. | APS on Entry | A*-E | A*-A | A*-B | A*-C | A*-D | U/X | APE | APE Grade | VA | No. Students | APE | VA | No. Students | APE | VA | |
| 2016 from Performance Tables | 232 | 43.3 | 94.9 | 15.4 | 28.3 | 56 | 81.1 | 5.1 | 25.14 | C- | -0.34 | 234 | 25.18 | -0.34 | 104 | 34.71 | -0.06 | |
| 2017 | 264 | 42.2 | 97.8 | 21.7 | 39.6 | 68.5 | 88.8 | 2.2 | 32.5 | C+ | 0.02 | 205 | 31.03 | 0.03 | 90 | 37.98 | -0.03 | |
| Diff (2016-2017) | 32 | -1.1 | 2.9 | 6.3 | 11.3 | 12.5 | 7.7 | -2.9 | 7.4 | | 0.4 | -29 | 5.85 | 0.37 | -14 | 3.27 | 0.03 | |
| Nat Ave. 2016 | | | | | | | | | 31.8 | C+ | 0.0 | | 32.11 | 0 | | 34.7 | 0 | |



Apprenticeships are growing as a destination of choice.

No students leaving the CLF Post-16 centre became NEET. The CLF Post-16 remains a highly inclusive provision with strong pastoral support.

[illegible]

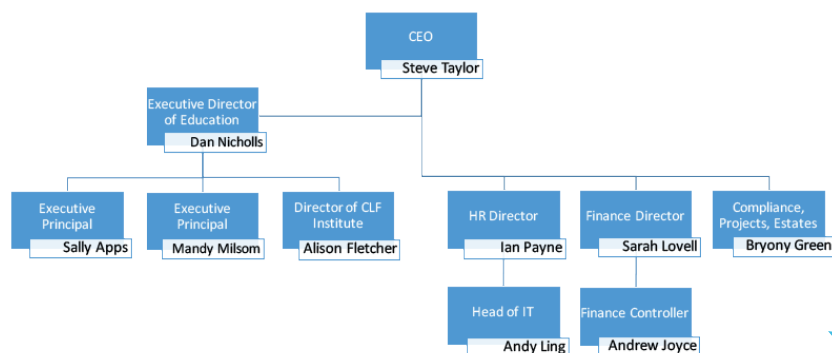
The CLF offers the following range of provision:

| Cabot Learning Federation Academies September 2016 | | | | | | | | | | | | | | | | | | |
|--|--------------------|-----------------------|----|---------------------|-----|-----|---------------|------|--------|---------------|-----|-----|---------------|-----|-----|-----|-----|------|
| Key Stages | | WFA | SA | MPA | FVA | BPA | HVA | Nest | Engage | KOA | BCA | HPA | BBA | BMA | JCA | CAB | HWA | DSSB |
| | EYFS | X | | X | X | X | X | | | X | | | | | | | | |
| | KS1 | X | | X | X | X | X | X | | X | | | | | | | | |
| | KS2 | X | X | X | X | X | | X | | | | | | | | | | |
| | KS3 | | | | | | | | X | X | X | X | X | X | X | X | X | |
| | KS4 | | | | | | | | X | X | X | X | X | X | X | X | X | X |
| | P16 | | | | | | | | | X | | | X | X | X | X | X | X |
| Key | | | | | | | | | | | | | | | | | | |
| | Mainstream Primary | Alternative Provision | | All-through Academy | | | 11-16 Academy | | | 11-18 Academy | | | Studio School | | | | | |

Leadership in the CLF

Our leadership team brings together both the educational and business-related activities of the Federation. At both the Senior Leadership Forum, and other networking events, there is a continuous focus towards delivering outstanding student and business-related outcomes in line with the overall strategy. A key strength of the CLF is the breadth of competence and experience of leaders within the organisation who can positively challenge and collaborate with colleagues.

The chart below confirms the organisation structure of the executive team within the Cabot Learning Federation.



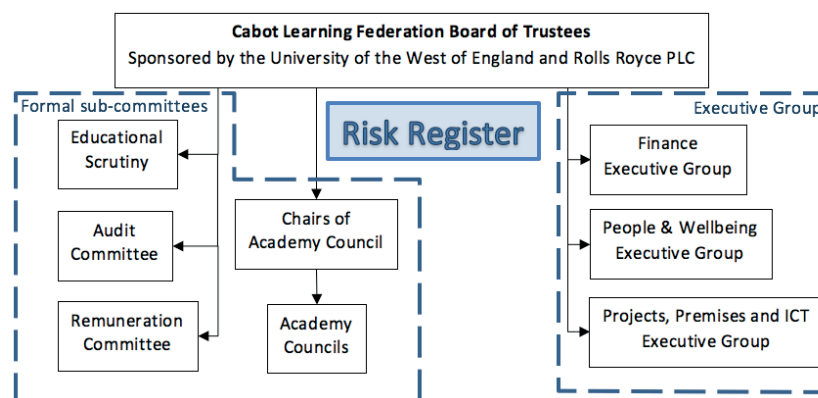
Executive Principals line manage the Principals of the Cabot Learning Federation

Academy Council and Governance

The graphic below describes the structure of our governance model and you will see that we place the risk register at the centre of the model. If we are outstanding at anticipating and mitigating risk, then the CLF will be outstanding and sustainable in the years ahead. We are demanding of ourselves and understand the responsibilities we have to the wider community to ensure that our systems and processes are robust and able to demonstrate to external scrutiny that we are responsible and accountable.

In a multi-academy trust the board is the governing body and the sponsors have the majority of places on the board. Each academy has an academy council with a number of key responsibilities delegated to it from the main board. The Audit and Scrutiny groups 'own' a number of the key operational and organisational risks; the finance, people development, estates and ICT are smaller working groups that feed information to and from the other groups.

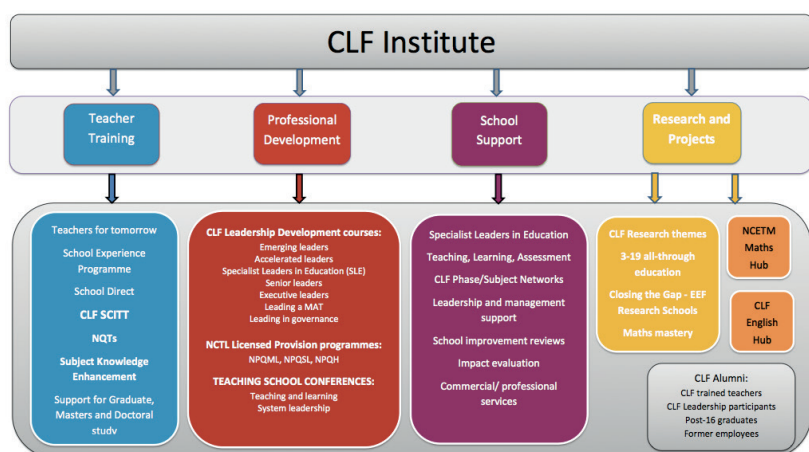
The Cabot Learning Federation (CLF) Governance Model



Structure of the Cabot Learning Federation

The CLF Institute was launched in September 2015, subsuming the Teaching School activity and projects including the Boolean Maths Hub and our new School-Centred Initial Teacher Training (SCITT) provision. The aim of the CLF Institute is to be the location for all of our training, professional development and research activity and to contribute to maintaining our position and identity as a leading Multi-Academy Trust.

The CLF Institute provides a coherent and comprehensive offer for every member of our CLF Academies' staff as well as serving our wider local and regional partnerships and communities. The CLF Institute's work is organised under the strands: Teacher Training; Professional Development; School to School Support; Research and Projects, as represented in the diagram below and on our new website.



In 2011 the CLF applied successfully to become a Teaching School and were in the first cohort to be designated. In September 2014 the CLF was formally re-designated as a Teaching School until 2018, and this status was re-affirmed by the NCTL in November 2016. We wanted to achieve and sustain this status for the following reasons:

- To develop our model of ITT, evolving from the successful School Direct programme we have run for 5 years, and now expanding as a SCITT to ensure that we train and supply future teachers for the CLF and the Bristol and South West region
- To develop a central provision of training and leadership programmes
- To develop a school improvement team and be able to designate Specialist Leaders in Education (SLEs) as part of the means to achieve this
- To develop and disseminate research and innovation across the Federation

Teaching School status has enabled us to bid for and be involved with many projects. Our Teaching School Alliance is made up of all of our CLF Academies, plus partner schools from beyond the Federation who bring expertise in primary, secondary, post 16 and special school phases. We collaborate with other Teaching Schools in the SW region.

- We have a team of over 60 Specialist Leaders in Education (SLEs) across the alliance delivering support that ranges from one half day per week to full time staff working in all of our academies
- SLEs lead the CLF Secondary Federation Network Nights (FNNs);
- We have Senior Leaders of English, Mathematics and Science whose job is to lead bespoke academy support and SLEs in developing teaching and learning, assessment, leadership, and the curriculum 3-19
- We are the 'Appropriate Body' for NQTs outside the CLF, and provide support and further training for around 90 of these NQTs as well as our own CLF NQTs, with termly meetings and an annual NQT conference in January
- We work collaboratively with other Teaching School Alliances to provide conferences, events and CPD to the schools and academies in our area
- We run internal leadership programmes for CLF staff as well as delivering national programmes through our NCTL licensed provision of the NPQH, NPQSL and NPQML courses
- We are one of 35 national Maths Hubs in England and are an early adopter for Core Mathematics post 16; we hosted Shanghai teacher exchanges in primary and secondary and we are implementing mastery approaches to maths; we run maths subject knowledge enhancement programmes for primary and secondary teachers and the Teacher Subject Specialism Training for teachers converting to teach maths
- We intend to build a research leadership team and designate our own CLF 'Research Leaders in Education' (RLEs) to support cross Federation action research groups and apply for funded research opportunities so that we are an evidenced based, learning organisation

CLF Institute

11



In February 2015 CEO Steve Taylor was designated as a National Leader in Education (NLE), which confirmed the status of the CLF as a National Support School. As the original Teaching School model adopted in 2011 has continued to develop, a breadth of support and system leadership has evolved. The CLF has extensive experience of providing school improvement support in a range of settings and contexts, with a good track record of success. This dimension of the Institute's work has been established over several years, in supporting new CLF Academies and externally through supporting Alliance and partnership settings. Our SLEs are a key part of our school improvement team.

In July 2015 we were accredited as a SCITT and in 2016/17 we are therefore operating as an ITT provider able to award recommendation for QTS ourselves. We have recruited 15 Primary and 28 Secondary trainees and are supporting a further 6 School Direct salaried trainees and 3 PhD 'Researchers in Schools'. The programme has developed from our successful School Direct ITT route, which had 26 trainees in 2015/16 and many graduates since it began in 2011/12 are now working in CLF Academies.

Much of the broader mission of the Cabot Learning Federation has remained unchanged since the Trust began. The educational investment in consecutive generations of our communities via a proactive and deliberate approach to collaboration is still at the heart of CLF DNA.

The fundamental mission of the CLF will be that its work will bear the hallmarks of excellence in all that it does by 2020. In uncertain times it is through the ubiquitous culture of excellence and the highest standards in all aspects of its work that the CLF will be best placed to respond to the needs of its stakeholders throughout the period upto 2020 and beyond.

There are elements of the Cabot Learning Federation that make it unique. The combination of the tight geographical concentration of its constituent parts, the diversity of the communities it serves and the range of provision it offers. Though the CLF is not one of the larger Multi Academy Trusts (MATs) in the country, it commands a reputation as a leading MAT on the national stage.

For those most closely associated with the CLF, the key binding agent is its deep-rooted moral purpose. The collaborative culture, which is the fundamental agent of accelerated improvement in the CLF, is able to exist because of the shared commitment of all involved in the federation to all of the pupils attending our schools. The federation exists in order to promote their life chances and to deliver excellent educational experiences for those pupils in our academies now and in the future.

The vision of 'Embedding Excellence' is expressed in the diagram above, with the overarching vision broken down into 5 areas which in turn are each further experienced as 3 sub-themes. In terms of interpretation, while the sub-themes themselves do not prescribe specific action. They form a framework within which planning and processes are couched (improvement planning, performance management, etc). They also act as touchstones, as the hallmarks of CLF culture, work

and practice. It should be possible for stakeholders to find evidence of these characteristics in all of the CLF's constituent parts, supporting the notion that the CLF has a DNA which, though it will be open to local interpretation, will be present in all of its academies.

Our perspective on 3-19 Education

The vision we outlined in 2007, when we began this journey, was one that would see children from the age of three educated through to Post 16 and University. In September 2012 we opened our first four primary academies. This idea was built around the idea of a locally-based federation, taking responsibility for the quality of education in our part of Bristol and the South West, where staff could move between the schools to ensure that our best practice was given to more children than was possible in a single building. In simple terms our aim is to create outstanding educational provision in our part of the city a reality. In addition, we are attracted to the notion that a parent could choose a CLF Academy for their three year old knowing that they could remain in a CLF Academy until they have completed their A Levels.

Current positive developments to support this vision include:

- The opening of a primary provision in a new building at King's Oak Academy in September 2015 that will provide an outstanding education for children and young people from 4 to 19 years old
- The opening of Digitech Studio School Bristol in September 2015 provides Bristol's first studio school specialising in digital, high tech and creative sectors for 14 to 19 year olds of all abilities
- The opening of Haywood Village Primary Academy in September 2016 provides a fantastic new learning environment in Weston-super-Mare



Vision