



# Principal

**Summerhill Academy**

Candidate Information Pack



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  
associated by  
 National College for  
Teaching & Leadership

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On behalf of the Board of the Cabot Learning Federation (CLF), I would like to thank you for your interest in the exciting role of Principal. 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 at CLF 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 12,000 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 of our academies. Furthermore, we are committed to supporting and learning

from the education community in Bristol, South Gloucestershire, 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 a 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 the CLF.

This candidate brief provides some background information about the Principal role, the Federation's development to date and the key themes in our vision: 'Empowering Learning'. 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  
Chief Executive

Paul Olomolaiye  
Chair of CLF Board

# Introductions

## Chief Executive Officer & Chair of CLF Board

# Introduction

Kate Richardson  
Executive Principal

01



Thank you for the interest you have shown in the recently advertised position for Principal at Summerhill Academy. The Academy is a larger than average Junior school situated in the St George area of Bristol. The Academy is housed in a Heritage England building and operates over 4 floors. The intake reflects the local community and is socially and economically diverse with a rich and inclusive ethos and culture. Summerhill Academy is part of the Cabot Learning Federation and has benefited from being part of a mature MAT with access to excellent professional services and working in collaboration with a group of experienced leaders across the trust. Part of this collaborative approach has seen the recent launch of our new trust-wide curriculum, which has been curated and designed by teachers within the trust to meet the needs of our learners and the high expectations we have of them. The Academy is a school at the heart of its community, with meaningful and purposeful learning experiences being grounded within and beyond the community.

There is a very strong culture of learning and inclusion across the Academy, and we are looking to appoint a strong and highly motivated Principal with outstanding teaching skills, excellent communication, vision, imagination, energy, resilience and a commitment to collaboration.

We want our new Principal to share our passion for ensuring that every pupil achieves the highest possible standards and has access to a broad, rich and deep, joy-filled curriculum, which enables and empowers them to be successful in their learning at each phase. The successful candidate will lead a motivated, talented and hard-working staff team with a focus on inclusive practice and support for our most vulnerable learners. They will have the opportunity to work with a dynamic group of Principals from across the Federation and be supported by an experienced central team offering a range of professional services. Visits to the academy are welcome and if we can accommodate them safely, they will be organised with the Executive Principal. We may also take the opportunity to visit you in your setting as part of the recruitment process. We hope you find the enclosed information helpful. I look forward to hearing from you should you wish to apply.

Kate Richardson  
Executive Principal



## PRINCIPAL

**Salary: L18 – L22 (£64,143 - £70,745)**

**Contract: Permanent, full-time**

**Start: 19th April 2021**

The Cabot Learning Federation is a diverse Multi-Academy Trust (MAT) in the South West. We currently sponsor eight secondary academies, nine primary academies, an all through provision, a studio school, a discrete Post 16 provision and an alternative provision which consists of one primary and three secondary phases.

This post will offer the chance to lead Summerhill Academy, an inclusive school with children from all backgrounds making good progress regardless of their starting points. You will work positively and support the delivery of outstanding teaching that delivers progress over time; and enables students to continue to achieve strong outcomes.

CLF has a successful track record of performance delivery across all of its Academies; as Principal, you will be able to seize the chance to make a real difference to the lives of the students and improve their life chances.

The successful candidate will have a drive and passion to lead the Academy and accelerate improvement. You will have a track record of success and bring to the Academy a level of focus, precision and rigour that will have a substantial and sustained impact on the Academy into the future. Improvement will be based on an unwavering focus on teaching and learning and a strong commitment to collaboration within and beyond the Cabot Learning Federation.

**Closing date: 18th January**

**Shortlisting date: 19th - 22nd January**

**Assessments and interviews: w/c 25th January**

CLF is an Equal Opportunity Employer. The trust is proud to serve a diverse student population and their communities. We actively encourage applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion. We are proud to be part of a diverse community in Bristol and celebrate the richness of cultures, faiths and backgrounds of our students. We aim to develop a curriculum that is responsive to our pupils needs and reflects their diverse interests and backgrounds.

**Please refer to part 08 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.

This role has significant responsibility for ensuring safeguarding practice within the academy. This role involves working with children on a daily basis and is therefore in regulated activity.

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**



# Summerhill Academy

Summerhill Academy is a school entering a new phase of development on our journey to excellence. We have recently embedded a new approach to teaching our shared trust-wide curriculum and are working hard to enact this in a way that meets our loftier goal of self-agency. We currently teach children using the states of being model and are proud of how well our children have embraced this approach to learning. We are really proud of our children and our improvement journey for which we have strong evidence. We are working hard with colleagues across the trust in a variety of networks to ensure that our children achieve the highest possible standards across Key Stage 2 and this remains a focus for us next year. We are very proud to be an inclusive school with children from all backgrounds making good progress regardless of their starting points. We believe that children must be happy in school so they can achieve their best. We are very proud of how well we provide for those children with additional needs and have been praised by outside agencies for excelling in this area. We have trained all of our staff in attachment awareness and have a whole school Thrive approach to ensure that children's emotional needs are being met to ensure good progress for all learners.

We know that children learn in all sorts of ways and having a stimulating curriculum and strong pedagogy and assessment mean that our children enjoy coming to school each day and do so ready to learn. We have built positive relationships with the Infant's school situated next door and the majority of our intake come from here. This year we have been working towards developing our community links and building on the strong relationships we have with our families to combine our shared energies towards learning. We believe in giving children exciting learning opportunities and work with colleagues across the trust to continually evaluate the strength of our curriculum. Summerhill Academy is a vibrant learning environment with a committed and experienced staff team; this is an incredibly exciting opportunity to lead the school on the next phase of its journey.

## **PRINCIPAL**

**L18 – L22 (£64,143 - £70,745)**

**The Principal of Summerhill Academy's primary responsibilities are:**

**Supporting the Summerhill Academy's overall development by:**

- Inspiring leadership ensuring a high quality of education and high standards of achievement for all pupils
- Providing strategic academy leadership and translating planning into positive action and results
- Ensuring professional governance within Summerhill Academy, both via routine individual meetings and attendance at Summerhill Academy's council meetings
- Modelling professional behaviour, promoting high expectations, challenging peers, and being the lead professional
- Increasing the standard of achievement of all pupils and ensuring pupil performance is at least in line with Summerhill Academy and Federation targets
- Networking with local, national and international groups to bring a richness and diversity of experience to Summerhill Academy and its community
- Carrying out such other duties as are required and as are commensurate with the grade of the post leading Summerhill Academy

## **Improvement by:**

The Principal of Summerhill Academy will identify priorities and opportunities for academy improvement to achieve outstanding outcomes. These will either have been identified by externally prescribed key performance indicators (DfE, Ofsted) or stream directly from the Executive Principal. This may include themes such as:

- The curriculum development
- Raising attainment
- Pedagogy / quality of teaching
- Behaviour and learning attitudes
- Assessment and reporting
- Tracking, monitoring and data
- Systems
- Relevant Key Stage oversight
- All-throughness
- Subject knowledge enhancement
- Information, advice and guidance
- Careers and employability
- Inclusion and SEND
- Pupil attendance
- Learning through new technologies
- Communication with parents
- Community relations
- Resource management

## **Areas of responsibility:**

- The leadership of Summerhill Academy
- The achievement of targets as described within the performance management cycle
- Supporting the ongoing development and embedding of the 'Embedding Excellence' vision and 2015-2020 strategy.
- This role has significant responsibility for ensuring safeguarding practice within the academy. This role involves working with children on a daily basis and is therefore in regulated activity.

## **Accountability:**

- Accountable to the Chair of Summerhill Academy Council and Executive Principal

## **Leadership:**

- The Summerhill Academy staff

## **Outward-facing role:**

- Represent the CLF at networks and strategic panels as appropriate

## **Has good awareness of:**

- Contemporary effective school improvement strategies.
- Current developments in the education sector.
- Leadership which demonstrates proactive and passionate attitudes towards equality, diversity and inclusion.
- Effective communication with people from a variety of backgrounds.



**Job  
Description**

# Person Specification

The skills, qualifications and associated professional experiences essential for the role of Principal within the Cabot Learning Federation.

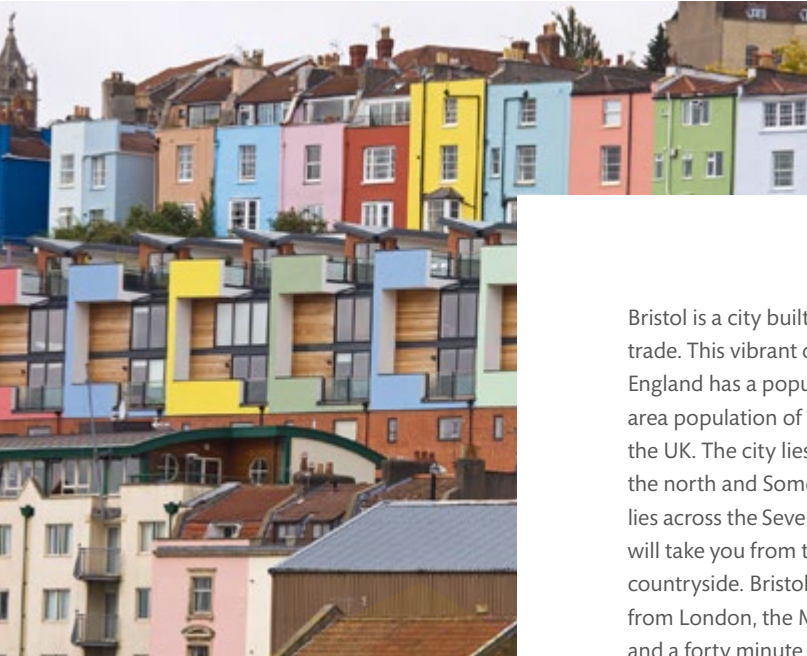
KEY LEADERSHIP SKILL AND/OR KNOWLEDGE	EXPERIENCES REQUIRED	
<b>Vision, passion, presence</b>	<ul style="list-style-type: none"> <li>A track record of creating and implementing a whole academy vision for improving or a successful academy</li> <li>An enthusiast for education and a belief in the potential of young people and staff and their capacity to succeed</li> <li>Able to demonstrate a passionate and visionary approach to teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Well-developed interpersonal and communication skills (including written, oral and presentation)</li> <li>Enthusiasm, vision, drive, adaptability and resilience</li> <li>Able to be a strong visible presence within the academy leading by example and holding high expectations of self, staff and learners</li> </ul>
<b>Academy improvement</b>	<ul style="list-style-type: none"> <li>A track record for leading an academy to improved performance, as demonstrated by Ofsted judgements and / or pupil outcomes over time</li> </ul>	<ul style="list-style-type: none"> <li>Experience of action planning and delivery of raising attainment programmes</li> </ul>
<b>Strategically thinking and planning</b>	<ul style="list-style-type: none"> <li>Experience of delivering strategic leadership in an academy, leading to demonstrable academy improvement</li> <li>Able to think differently, strategically, and creatively in approach to solving problems</li> </ul>	<ul style="list-style-type: none"> <li>Able to understand, analyse and make effective use of a wide range of data</li> </ul>
<b>Ability to take on leadership in challenging circumstances and challenge under performance</b>	<ul style="list-style-type: none"> <li>Recent experience of working in a challenging / underperforming academy and effectively challenging under performance in staff</li> </ul>	<ul style="list-style-type: none"> <li>Extensive experience of developing staff and building teams</li> </ul>
<b>An understanding of the principles of effective change management and knowledge of what that means in practice</b>	<ul style="list-style-type: none"> <li>Experience of leading innovation and change management in an academy - a successful innovator of academy improvement that has impacted positively upon pupil outcomes, including for vulnerable pupils</li> </ul>	
<b>An appetite to seek out and develop innovative practices in education, including implementation of new technologies</b>	<ul style="list-style-type: none"> <li>Experience of leading innovation in an academy to support high quality learning and teaching</li> </ul>	
<b>Effective networking skills</b>	<ul style="list-style-type: none"> <li>Experience of working with multi agencies, other partner organisations and external stakeholders to develop new approaches and accelerating improvement</li> </ul>	
<b>Self-evaluation and scrutiny</b>	<ul style="list-style-type: none"> <li>Understanding of the principles and practice of effective self-evaluation and preparation for inspection</li> </ul>	<ul style="list-style-type: none"> <li>Experience of leading an academy successfully through inspections and other external scrutiny processes</li> </ul>
<b>Understanding of pupil motivation, engagement, behaviour and attitudes to learning</b>	<ul style="list-style-type: none"> <li>Experience of re-motivating disengaged learners in an academy, improving attendance, behaviour and pupil performance, including for vulnerable pupils</li> </ul>	
<b>Commitment to self-development and own learning</b>	<ul style="list-style-type: none"> <li>Degree and teaching qualification</li> <li>Qualified teacher status</li> </ul>	<ul style="list-style-type: none"> <li>Recent and relevant leadership development/training</li> <li>NPQH (or clear intention to gain this qualification)</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>This role has significant responsibility for ensuring safeguarding practice within the academy</li> <li>This role involves working with children on a daily basis and is therefore in regulated activity</li> </ul>	
<b>Equality and diversity</b>	<ul style="list-style-type: none"> <li>Proactive and passionate about equality, diversity and inclusion</li> <li>Ability to communicate effectively with people from a variety of backgrounds</li> </ul>	



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 the six main competencies and 18 sub-competencies which represents the qualities of an excellent leader. All CLF leaders should effectively demonstrate the below managerial competencies within the duties of their role.

MAIN COMPETENCIES	SUB-COMPETENCIES		
	A	B	C
1. Vision, Culture and Engagement	Understand the bigger picture and set the vision within the working context.	Establish and sustain a positive culture and work environment aligned with the vision.	Model the highest expectations and professionalism.
	Engage, empower, builds trust, authentic, decisiveness, reflective, resilient and followship, high communicative, optimistic (glass half full), enrol others, visionary		
2. People	Recognise the proficiency of the team and continuously develop individuals.	Recognise excellent work and praise good performance.	Challenge and support under performance effectively and confidently.
	Trust, communicator, evidence informed, resilience, equity, accountability, create challenge, high expectations, gain commitment, integrity, authenticity		
3. Leading in the Specialism	Develop skills and knowledge to further expertise within the specialism.	Lead through others	Consistently deliver successful outcomes
	Curious, recognise skill and expertise within team, seek out knowledge and wisdom		
4. Leading Continuous Improvement	Understand the present through effective review and evaluation of data.	Plan and implement change strategically	Analyse impact
	Reflective, evidence informed, innovative, adapt, open minded, strategic, get stuck in when needed, prioritize, don't over complicate, ensure delivery, nose for change		
5. Resources	Make strategic use of resources	Analyse and minimise risk	Exercise informed decision making
	Planning, future scoping, using prof services expertise, diligent with resources, good value for money		
6. Outward-facing	Commitment to professional knowledge, learning and development outside of the specialism.	Partnership, networking and collaboration	Positively representing the Trust
	Learning from others, being open to alternative approaches, strategic, pride, networking, confidence, collaborate		

**Senior  
Leadership  
in the Cabot  
Learning  
Federation**



# Location

## Bristol

Bristol is a city built on proceeds from the slave trade. This vibrant city and county in South West England has a population of 463,400. The urban area population of 724,000 is the 8th-largest in the UK. The city lies between Gloucestershire to the north and Somerset to the south. South Wales lies across the Severn estuary. 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.

From the pretty Georgian terraces of Clifton to the graffiti-covered streets of Stokes Croft and the colourful waterfront - Bristol is a city as diverse as its inhabitants. Bristol is the most culturally and ethnically diverse area in the South-west, and some areas now rival parts of London for the range of countries of origin and first languages spoken. In total there are 91 languages are spoken in our city.

Bristol has just received international recognition by being one of just six European cities to be named a City of Innovation at the European Commission's iCapital Awards.' Bristol is a great place to live, work and play. It has been voted the 'most liveable city' (MoneySupermarket Quality of Living Index, 2013) and the 'best city in the UK to live' (Sunday Times Survey 2014). People value its wealth of parks, high number of independent retailers and vibrant culture.

The diversity and radicalism of Bristol is evident in its history where suffragettes campaigned for women's rights and university students and local Black leaders initiated the Bristol Bus Boycott against the 'colour bar' in Bristol buses leading to the introduction of the first Race Relations Act. Bristol is known for its 'One City' Approach which brings together a wide range of public, private, and third sector partners. They share an aim to make Bristol a fair, healthy and sustainable city. A city of hope and aspiration, where everyone can share in its success.

There are a wide range of properties on the market from new apartments to family homes. Properties in Bristol had an overall average price of £322,244 over the last year. The majority of sales in Bristol during the last year were terraced properties, selling for an average price of £306,719.

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. The M Shed museum explores local social and industrial heritage. The harbour's 19th-century warehouses now contain restaurants, shops and cultural institutions such as contemporary art gallery The Arnolfini. Bristol is also home of the world famous street artist, Banksy.

Bristol plays host to major festivals throughout the year, the Bristol Balloon Festival, The Harbour Festival, Brisfest, St. Paul's Carnival 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. 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.

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.

All applications will be acknowledged.

There is a closing date for this role of 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:	18th January
Shortlisting date:	19th - 22nd January
Assessments & interview date:	w/c 25th January

#### 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 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 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 2022 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

This can be uploaded as a supporting document. You do not need to complete the Additional Information section as well.

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 the recruitment team at [recruitment@clf.uk](mailto:recruitment@clf.uk)

If you have a query on any aspect of the appointment process, need additional information, would like to visit an academy, or wish to have an informal discussion, please contact Kate Palmer, Recruitment Adviser on 07925 035933.

# Application and Selection Process



# 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 Empower Learning by 2023. 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 up to 2023 and beyond.

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

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.

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

- BPA - Begbrook Primary Academy (Primary)
- BBA - Bristol Brunel Academy (Secondary)
- BA - Broadoak Academy
- BMA - Bristol Metropolitan Academy (Secondary)
- CAB - City Academy (Secondary)
- DSSB - Digitech Studio School Bristol (Studio School)
- EP - Evergreen Primary Academy (Primary)
- FVA - Frome Vale Academy (Primary)
- HMA - Herons Moor 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)
- Snowdon Village (Alternative Provision)
  - BFA - Bristol Futures Academy (Secondary)
  - City School (Secondary)
  - Engage (Secondary)
  - The Nest (Primary)
- UVA - Uphill Primary Academy (Primary)
- WFA - Wallscourt Farm Academy (Primary)
- WHA - Winterstoke Hundred Academy (Secondary)

## Cabot Learning Federation Outcomes 2019

The following provides a summary of the performance across the Trust at key phases.

The following tables identify the performance in each of the phases across the Trust over the last four years or five years where appropriate. The Trust is ambitious to further improve outcomes to reflect the maturity and effectiveness of the strategies and approaches currently in place around Curriculum, Pedagogy and Assessment within the Trust.

### EYFS (8 Academies: 4 x Bristol, 2 x South Glos, 2 x North Somerset)

GLD remains in line with last year and above national by 5%.

Academy	GLD %			
	2017	2018	2019	Diff
BPA	73%	72%	80%	8% ↑
EPA		43%	64%	21% ↑
FVA	68%	60%	72%	12% ↑
HVA	86%	85%	88%	3% ↑
KOAP	78%	81%	81%	0% →
MPA	57%	72%	69%	-3% ↓
WFA	72%	77%	75%	-2% ↓
CLF	72%	76%	76%	0% →
HMA			83%	
Nat Av 2018				72%

### Phonics (8 Academies: 4 x Bristol, 2 x South Glos, 2 x North Somerset)

Phonics improved from 2018 and remains in line with national.

Academy	% Achieving Expected Standard in Year 1					
	2015	2016	2017	2018	2019	Diff
BPA	83%	67%	82%	76%	78%	2% ↑
EPA	NA	NA	NA	73%	80%	7% ↑
FVA	71%	91%	96%	95%	76%	-19% ↓
HVA	NA	NA	77%	85%	92%	7% ↑
KOAP	NA	NA	77%	81%	83%	2% ↑
MPA	80%	74%	77%	60%	76%	16% ↑
WFA	79%	86%	90%	90%	85%	-5% ↓
HMA	87%	80%	86%	98%	90%	-8% ↓
CLF	79%	78%	83%	79%	82%	3% ↑
Nat Av	77%	81%	81%	82%		

## Key Stage 1 (8 Academies: 4 x Bristol, 2 x South Glos, 2 x North Somerset)

KS1 attainment remains in line with last year and National.

Academy	Reading				Writing				Maths				Combined			
	2017	2018	2019	Diff	2017	2018	2019	Diff	2017	2018	2019	Diff	2017	2018	2019	Diff
BPA	71%	80%	75%	-5% ↓	65%	70%	72%	2% ↑	79%	79%	83%	4% ↑	62%	68%	70%	2% ↑
EPA		43%	70%	27% ↑		49%	70%	21% ↑		54%	70%	16% ↑		38%	70%	32% ↑
FVA	84%	89%	74%	-15% ↓	80%	86%	78%	-8% ↓	88%	86%	87%	1% ↑	76%	79%	65%	-14% ↓
HVA		78%	84%	6% ↑		78%	78%	0% ↑		83%	82%	-1% ↓		78%	76%	-2% ↓
KOAP		74%	80%	6% ↑		70%	73%	3% ↑		78%	84%	6% ↑		67%	69%	2% ↑
MPA	55%	81%	57%	-24% ↓	48%	74%	57%	-17% ↓	64%	81%	58%	-23% ↓	46%	70%	51%	-19% ↓
WFA	72%	76%	78%	2% ↑	67%	62%	72%	10% ↑	73%	77%	80%	3% ↑	63%	59%	72%	13% ↑
HMA			87%				73%				85%				67%	
CLF	70%	79%	74%	-5% ↓	65%	71%	71%	0% →	77%	79%	78%	-1% ↓	62%	68%	68%	0% →

### Key Stage 2 (6 Academies: 5 x Bristol, 1 x North Somerset)

Exp. RWM				
2016	2017	2018	2019	Diff
58%	58%	71%	65%	-6% ↓
20%	28%	12%	73%	61% ↑
36%	29%	74%	79%	5% ↑
58%	68%	54%	55%	1% ↑
45%	46%	52%	49%	-3% ↓
37%	47%	65%	70%	5% ↑
50%	51%	61%	60%	-1% ↓

KS2 Attainment for the trust fell slightly from 2018 and remains below national.

At a subject level Writing improved by 4% however Maths fell by 5%.

Ex. Stand Reading					Ex. Stand Writing					Ex. Stand Maths				
2016	2017	2018	2019	Diff	2016	2017	2018	2019	Diff	2016	2017	2018	2019	Diff
74%	68%	77%	76%	-1% ↓	75%	82%	85%	92%	7% ↑	77%	82%	80%	74%	-6% ↓
37%	45%	31%	73%	42% ↑	34%	48%	38%	82%	44% ↑	29%	41%	23%	82%	59% ↑
40%	50%	79%	79%	0% →	68%	71%	79%	84%	5% ↑	64%	54%	74%	84%	10% ↑
63%	70%	60%	57%	-3% ↓	73%	81%	77%	71%	-6% ↓	73%	73%	74%	69%	-5% ↓
63%	58%	60%	58%	-2% ↓	67%	59%	72%	77%	5% ↑	64%	70%	67%	58%	-9% ↓
57%	68%	87%	75%	-12% ↓	70%	73%	78%	80%	2% ↑	53%	61%	73%	85%	12% ↑
63%	62%	68%	67%	-1% ↓	70%	71%	78%	82%	4% ↑	69%	72%	74%	69%	-5% ↓

#### Key Stage 4 (9 Academies: 3 x Bristol, 4 x South Glos, 2 x North Somerset)

Progress 8 for all students improved from -0.09 to -0.04. Several academies made significant gains.

	Progress 8				Basics 9-5	Basics 9-4
	2017	2018	2019	Diff		
BBA	0.04	0.12	<b>0.17</b>	0.05 ↑	32%	56%
BMA	0.30	0.04	<b>0.51</b>	0.47 ↑	40%	67%
CAB	0.05	0.26	<b>-0.11</b>	-0.37 ↓	20%	46%
HPA	0.16	0.19	<b>0.04</b>	-0.15 ↓	41%	62%
HWA	-0.89	-0.35	<b>-0.35</b>	0.00 ↑	27%	46%
JCA	-0.36	0.18	<b>-0.14</b>	-0.32 ↓	43%	69%
KOA	-0.21	-0.69	<b>-0.58</b>	0.11 ↑	33%	52%
DSSB	-0.58	-0.55	<b>-0.88</b>	-0.33 ↓	22%	45%
BA	-0.56	-0.46	<b>-0.31</b>	0.15 ↑	33%	56%
CLF	-0.24	-0.09	<b>-0.04</b>	0.05 ↑	34%	57%

#### 5. Key Stage 5 (CLF Post 16)

Value added at Post 16 saw a significant increase from -0.12 to 0.44 (over half a grade increase). Number of U grades also fell to 1.2%.

	2017	2018	2019	Diff
Cohort	316	233	<b>164</b>	-69
Actual Y13 Cohort	264	186	<b>116</b>	-70
VA	0.02	-0.12	<b>0.44</b>	0.56 ↑
VA Academic	0.03	-0.06	<b>0.29</b>	0.35 ↑
VA Applied	-0.03	-0.25	<b>0.66</b>	0.91 ↑
VA with Add Backs	-0.02	-0.28	<b>-0.05</b>	0.23 ↑
APS (Starting point)	42.2	35.3	<b>40.6</b>	5.26 ↑
APE Overall	32.54	27.84	<b>30.21</b>	2.37 ↑
APE (as grade)	C+	C-	<b>C</b>	
Academic APE Overall	31.03	27.76	<b>31.45</b>	3.69 ↑
Academic APE (as grade)	C	C-	<b>C</b>	
Applied APE Overall	37.98	27.99	<b>28.56</b>	0.57 ↑
Applied APE (as grade)	D+	M+	<b>M+</b>	
A*- A	21.7%	12.2%	<b>11.9%</b>	-0.3% ↓
A*- B	39.6%	25.1%	<b>27.7%</b>	2.6% ↑
A*- C	68.5%	51.4%	<b>56.9%</b>	5.5% ↑
A*- D	88.8%	78.2%	<b>83.5%</b>	5.3% ↑
A*- E	97.8%	95.2%	<b>97.8%</b>	2.6% ↑
U	2.2%	4.8%	<b>1.2%</b>	-3.6% ↓





**The CLF offers the following range of provision:**

Cluster 1: Bristol		
2x Executive Principal		
	Provision	
Finance	Bristol Brunel	Minerva
Corporate Services	Bristol Metropolitan	Frome Vale
HR	City Academy	Summerhill
ICT	CLF P16	Evergreen
	Snowdon Village	Begbrook

Cluster 2: North Somerset		
2x Executive Principal		
	Provision	
Finance	Hans Price	Haywood Village
Corporate Services	Broad oak	Heron's Moor
HR	Winterstoke Hundred	Uphill Village
ICT		

Snowdon Village (7)
Futures (14-16)
Engage (11-16)
Nest (4-11)
City School (14-16)
HQ
South
Kingswood
Engage Weston

Cluster 3: South Gloucestershire		
2x Executive Principal		
	Provision	
Finance	John Cabot	Wallscourt Farm
Corporate Services	King's Oak	King's Oak
HR	Digitech SSB	
ICT	Hanham Woods	



20 Academies
9 x primary
8 x secondary
1 x all-through
1 x studio school
1 x Multi-site AP
<b>Plus:</b>
1 x Post 16

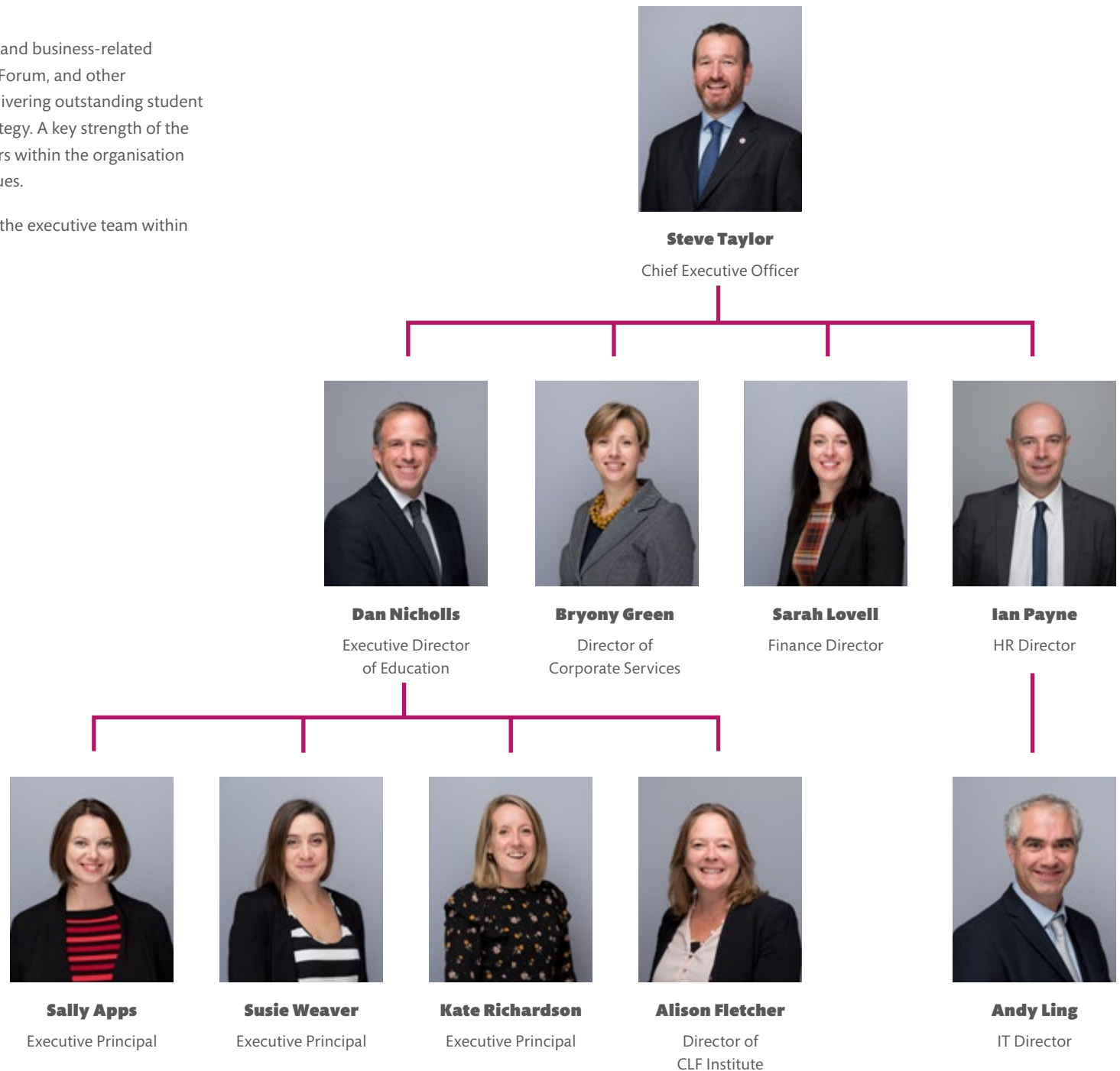
# Structure of the Cabot Learning Federation

## 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 following chart confirms the organisation structure of the executive team within the Cabot Learning Federation.

# Structure of the Cabot Learning Federation

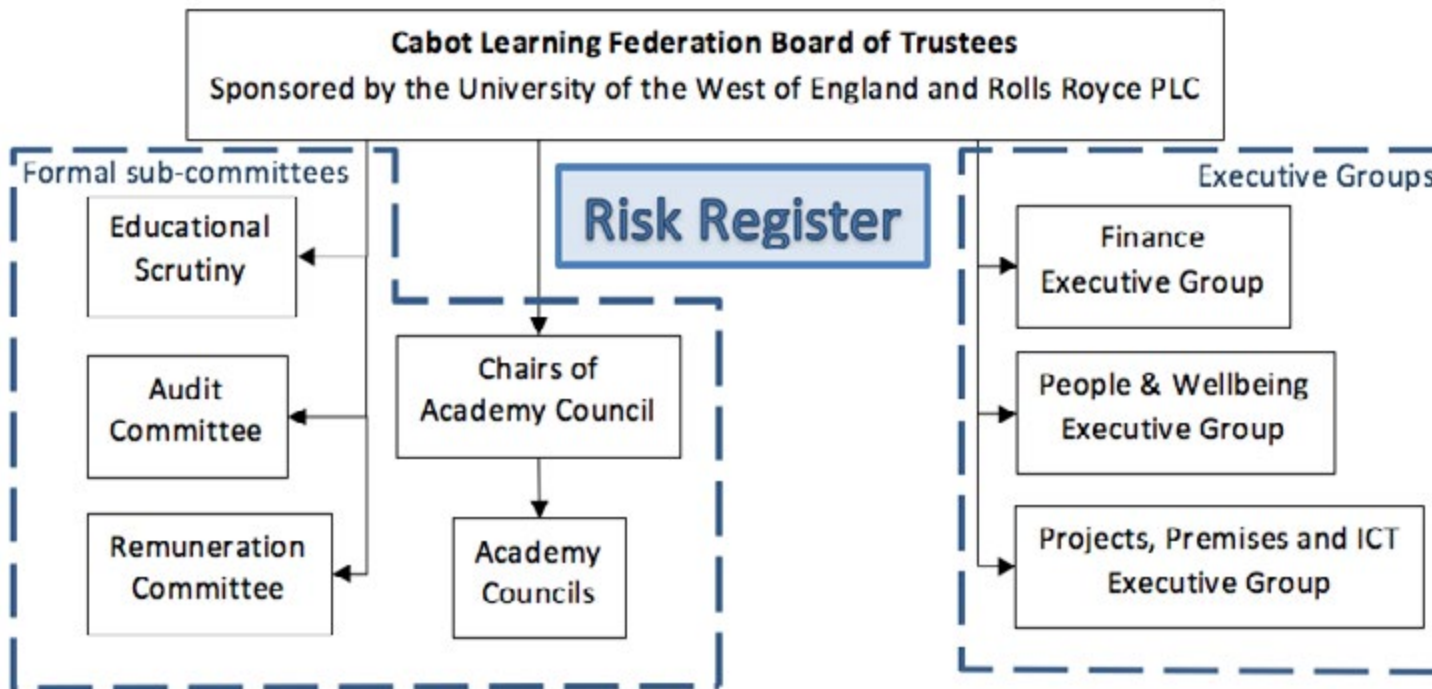


## Governance

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 is the home of the Cabot Learning Federation Teaching School Alliance, the CLF School-Centred Initial Teacher Training - SCITT partnership and the Boolean Maths Hub. The purpose of the CLF Institute is to provide training and professional development for all staff within the trust. As a Teaching School, we are responsible for providing teacher training, high-quality continuing professional and leadership development (CPLD) and school improvement support. We are accredited by the Department for Education (DfE) to provide National Professional Qualifications - NPQs in educational leadership.

The CLF Institute is located on the site of City Academy Bristol in its own building, which is a busy and vibrant centre for professional development activity, courses, network meetings and a wide range of training. The Institute aims to provide a comprehensive offer for every member of our CLF staff as well as serving our wider local and regional partnerships and communities.

Learning is at the heart of our organisation and this underpins our commitment and approach to training, for all staff and volunteers working for the CLF, in order to continue to provide the best possible education for our pupils, informed by current and relevant research and evidence about effective practice. We encourage CLF staff to be ambitious and active participants in their own professional development; to seek to develop, realise and enhance their potential through opportunities provided by training, professional learning and development, and thereby make career steps within the organisation.

In 2015, we were accredited as a SCITT provider which has enabled us to develop our model of initial teacher training to ensure that we train and contribute to the supply of well-prepared new teachers for the CLF and the Bristol and South West region. We train and continuously develop our teachers so that they can become expert practitioners, able to facilitate and accelerate learning and secure excellent outcomes for our pupils. In 2018, the SCITT provision secured a good judgement from Ofsted in its first full inspection. Distinctive features and strengths of the provision that were highlighted during the inspection included the course design, which ensures that trainees have a comprehensive understanding of different types of school in a range of diverse communities; the strong quality of training, leading to trainees developing a good understanding of their subject and a wide repertoire of pedagogical approaches; and the professionalism of our trainees and NQTs.

The CLF has held Teaching School designation since 2011. This is important to us because it enables us to develop our school improvement capacity through designating Specialist and Local Leaders in Education (SLEs and LLEs). We have a team of over 40 SLEs currently, supporting curriculum development, subject networks and school-to-school support. CEO Steve Taylor is designated as a National Leader in Education (NLE) and contributes to system leadership in the South West region and beyond. Teaching School status also enables us to bid for and be involved in many projects and to provide support, CPLD and conferences for schools and academies in our region. For example, we offer a leadership programme for BAME teachers as part of the DfE Equality and Diversity fund; we are the 'Appropriate Body' for Newly Qualified Teacher statutory induction; we offer Teacher Subject Specialist Training in maths.

The CLF Institute runs internal leadership development programmes for CLF staff as well as delivering the NPQ courses for Middle, Senior, Headteacher and Executive Leaders. We invest heavily in developing leaders at all levels so that they are well-prepared and equipped to be highly effective in their leadership roles. All our leadership programmes require participants to undertake an action enquiry/school improvement project in their own school/academy to cement and apply their leadership learning and secure impact.

The Boolean Maths Hub is one of 35 national Maths Hubs funded by the DfE and coordinated by the National Centre for Excellence in Teaching Maths (NCETM), established to improve the teaching and leadership of maths at all levels. We have facilitated China-England maths teacher exchanges and have learned from colleagues in Shanghai about their approach to teaching maths. The Maths Hub provides a huge volume of training through work groups, teacher research groups and subject knowledge enhancement courses, supporting the development and implementation of mastery approaches to teaching maths.

The logo for the CLF Institute, featuring the letters 'CLF' in a large, bold, white sans-serif font above the word 'Institute' in a slightly smaller, bold, white sans-serif font. The text is set against a background of overlapping geometric shapes in various shades of blue, teal, and yellow.

## Core Purpose



As an organisation, we are committed to working in accordance with our HEART values, which are outlined above.

It is expected that all of us demonstrate these values as a matter of course in our daily activities and our performance is measured against them.

## Mission

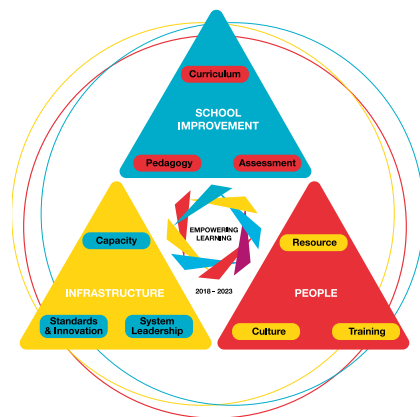
Empowering Learning: to consistently deliver excellent experiences for pupils aged 3-19, improving their life chances and serving the communities of which we are a member.

## Vision

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.

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 fundamental mission of the CLF will be that its work will Empower Learning by 2023. 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 up to 2023 and beyond.

The vision of Empowering Learning is expressed in the diagram above, with the overarching vision broken down into three areas, which in turn are each further experienced as three sub-themes. In terms of interpretation, while the sub-themes themselves do not prescribe specific actions, 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 interpretations, will be present in all of its academies.

## Our perspective on 3-19 Education

We are unapologetically committed to a model that sees children from the age of three educated through to Post 16 and University. Though originally a secondary Federation, in September 2012 we opened our first four primary academies. This 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 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 across all three of our clusters: Bristol, South Gloucestershire and North Somerset. 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 completed their compulsory education.

# Vision

# 12