



Principal

CLF Snowdon Village

Candidate Information Pack



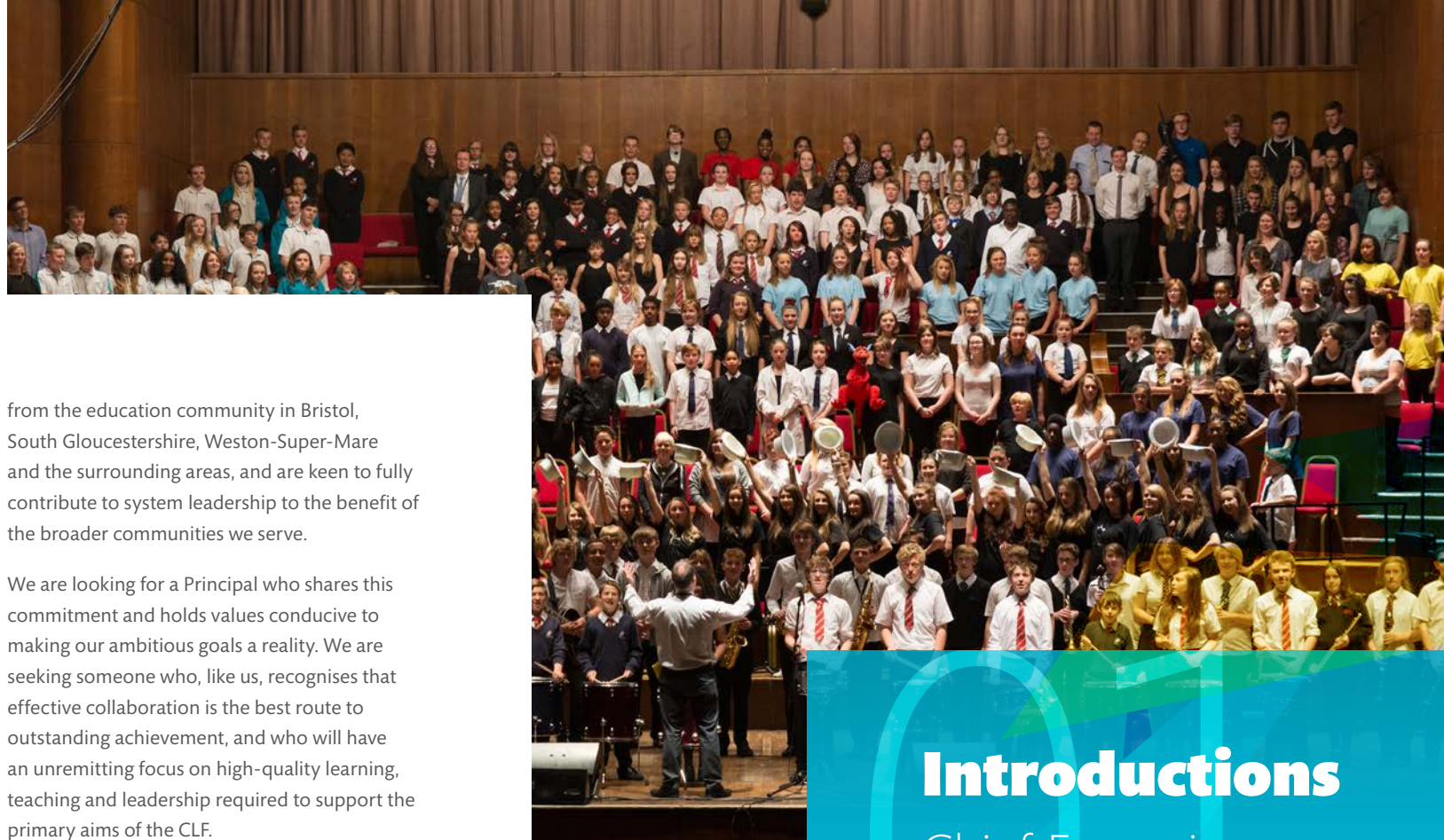
Cabot
Learning
Federation



Contents



1. Introductions:
Steve Taylor, Chief Executive Officer
Jane Harrington, Chair of CLF Board
2. Sally Apps, Executive Principal
3. Advert
4. Snowdon Village
5. The Purpose of the Role of Principal
6. Job Description
7. Person Specification
8. Senior Leadership in the Cabot Learning Federation
9. Location
10. Application and Selection Process
11. Cabot Learning Federation
12. The Structure of the Cabot Learning Federation
13. CLF Institute
14. Vision: 'Embedding Excellence'



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 at Snowdon Village. 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 our centres 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 10,500 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.

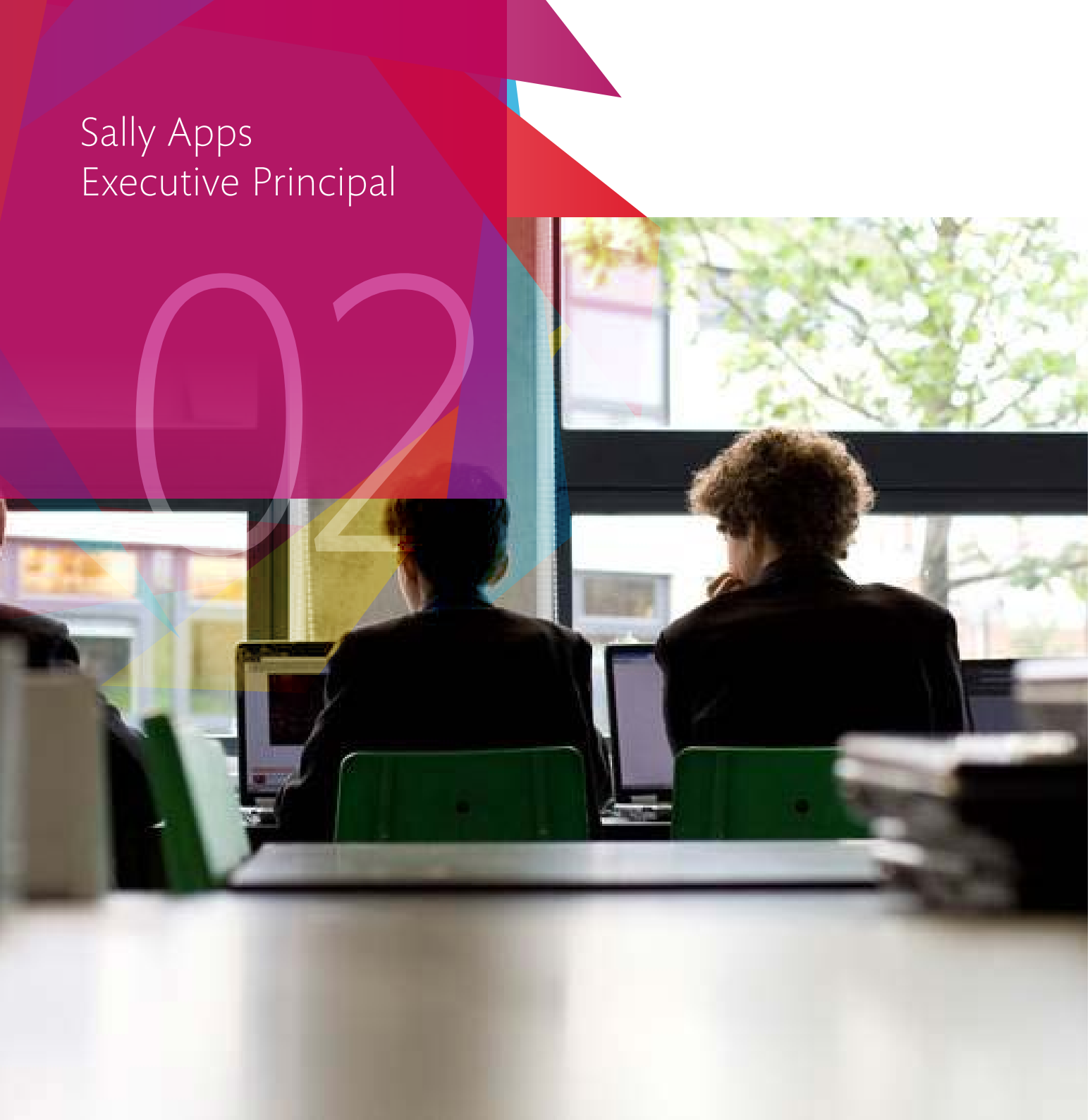
This candidate brief provides some background information about the Principal role, the Federation's development to date and the key themes in our vision: 'Empowering Learning'. We very much hope that the opportunities and challenges facing the Cabot Learning Federation will excite you, as they do us,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

Steve Taylor
Chief Executive

Professor Jane Harrington
Chair of CLF Board

Introductions

Chief Executive
Officer & Chair of
CLF Board



Sally Apps Executive Principal

Thank you for expressing an interest in the Principal post at Snowdon Village.

You are considering joining the organisation at an exciting time as we build on the excellent achievements in our trust 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 Snowdon Village and across the wider federation.

This is an exciting new post which will see formation of Snowdon Village, bringing together three existing provisions and, over time, developing and increasing capacity across the area so that students are well-supported and their needs are met.

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.

Snowdon Village is a fantastic place to work and learn and I look forward to receiving your application should you choose to apply.



Sally Apps
Executive Principal

PRINCIPAL

Contract: Full-time, permanent

Salary: L22- L26 (£67,339 - £74,267)

Start: 1 September 2019

The Cabot Learning Federation is a mature academy group in the South West. We currently sponsor six secondary academies and eight primary academies, an all through provision, Digitech Studio School and a discrete Post 16 provision and inclusion provisions for both primary and secondary phases.

This post will offer the chance to lead Snowdon Village a group of specialist alternative provisions in order to develop consistently outstanding support for young people for whom school is not easy. 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 this provision to be high performing and fully inclusive. 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 unswerving focus on teaching and learning and a strong commitment to collaboration within and beyond the Cabot Learning Federation.

You will have experience working in alternative provision and/or special education, ideally informed by leadership in mainstream settings also.

Action

Advertising date

Date

1 May 2019

Closing date
for applications

12 May 2019

Shortlisting dates

Monday 13 May
and Tuesday 14 May 2019

Assessment day

21 May 2019

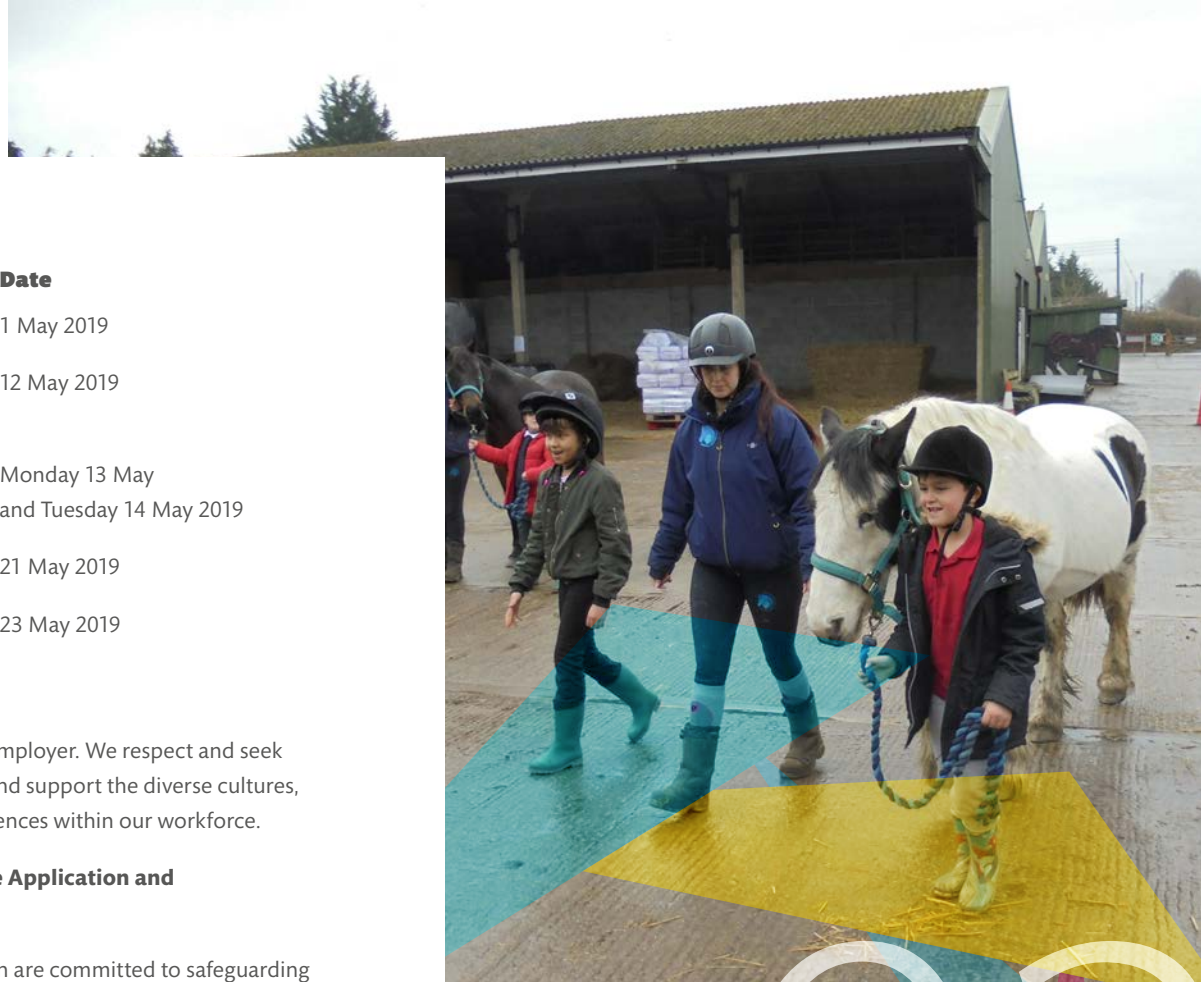
Interview day
(if successful after
assessment day)

23 May 2019

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

03



Snowdon Village

Snowdon Village is the collective name for the Alternative and Special provision within the CLF. From September 2019 The Nest, Engage and Bristol Futures Academy will all be parts of Snowdon Village. The original vision for Snowdon Village is outlined below:

Snowdon Village is an all-through multi-site hybrid of a special school and an alternative provision. Its primary aim is to meet the needs of children and young adults who have Social, Emotional and Mental Health issues by offering a suite of alternatives to mainstream school. Members of Snowdon Village may engage with the provision in a variety of ways, from long term residential care to short-term, part-time alternatives which complement their existing school experience.

In some cases, children might remain on roll at their usual school which commissions a support place for them at a local centre. This centre will focus on re-engagement with school, Aggression Replacement Therapy, group and community projects, opportunities for coaching and reflection, and Nurture provision for the youngest children. They may enjoy some days in their usual school and some days in Snowdon Village, within The Nest or Engage elements of the provision. Other students may take up a full time permanent place within Bristol Futures Academy, following a vocational pathway.

In future, for students facing the most challenging circumstances, children might need more therapeutic care, and so they would take up a day place or a residential place at The Farm, where they work within a small community group to achieve qualifications alongside learning about agriculture and developing life skills. At this centre they will also have the opportunity to work alongside professionals, for example business leaders to develop entrepreneurial skills, sports men and women to develop fitness, communication and teamwork, members of the public services to develop a full understanding of public and social responsibility, and overall to nurture a deeper understanding of future career pathways.

At Post-16, students may join The Agency, a full-time arts-based employability course at Level 3, or they may subscribe to a comprehensive mentoring and support package to enhance their own Post-16 career choices, delivered through Boom Satsuma.

Students' needs will be assessed through the Access Referral Centre/Virtual School, which will operate in a similar way to a Pupil Referral Unit and will

take students who have been excluded from school, as well as those who have been referred by their own school. For some students, a short stay at the Access Referral Centre is enough to support them back into mainstream. For others, the Access Referral Centre (The ARC) is a place where needs are fully assessed and the right provision from the full suite at Snowdon Village is chosen. For some students, Bristol Futures will be their permanent school; for others one of the Snowdon Village provisions will play a part in their school career and will enable them to be successful in a mainstream setting.

Bristol Futures Academy will also house a team of staff committed to outreach work, involving mentoring and support for students in school who are disaffected or at risk of exclusion.

The key aspects of Snowdon Village include:

- accessible to students from Key Stage 1 to Key Stage 5
- staffed by specialists in every centre as part of one central Snowdon Village Team
- local to students in East Central Bristol, and later South Glos and North Somerset, with centres in a range of locations
- flexible provision to meet a variety of student need
- alternative in curriculum design with access to a success curriculum for all
- a centre for respite and emergency refuge

In future, in line with its scale, the provision will be staffed by specialists which might otherwise be too costly to commission for smaller scale work. Instead of purchasing a number of days for an Educational Psychologist (EP), for example, in future Snowdon Village may have a dedicated EP who would work throughout the various sites and partner schools. Similarly, Snowdon Village will be able to commission full time speech therapists, counsellors, learning mentors, teachers, play therapists, youth workers, social workers, and other specialised roles, all of which would work across the sites and in both Special and Alternative provision. The focus of the school would be to provide an exceptional educational experience to those students for whom a traditional mainstream setting alone is detrimental to their Social, Emotional and Mental Well-being. Through effective deployment of a cohesive, supportive, expert team, Snowdon Village will raise the children that the city struggles to nurture.



The key purpose of the Principal role in the CLF is, by providing dynamic and effective leadership, to secure high standards and its on-going improvement. This improvement will be articulated by a range of factors including, specifically, pupil outcomes and Ofsted judgements.

Successful principals have drive and passion to lead and accelerate improvement. They have a track record of success and bring a level of focus, precision and rigour that has a substantial and sustained impact both now and into the future. They can also show a wide perspective and a strong commitment to collaboration and system leadership within and beyond the Cabot Learning Federation. While the relationship between the academies/provision in the CLF is close, it is important to note that it is based on the concept of the 'sibling' rather than the 'clone' model. Each provision has its own ethos, context, strengths, challenges and opportunities and the Principals are expected to lead in such a way as to reflect this and best serve the needs of their specific cohort and community, while operating within the CLF culture of high expectations.

As with traditional headships, CLF Principals are the most senior leaders in their schools.

For parents, staff, pupils and stakeholders, they are identifiable as the person charged with ensuring the smooth operational performance and strategic development of the academy/provision. The aspect of the principal role which is more unique in the CLF, is that principals share the responsibility to improve the life chances of all of the 9,300 pupils that attend our schools. Working together with each other and the rest of the executive and senior leadership teams, principals will seek to ensure that pupils' experiences are enhanced by the joining up and promotion of best practices across the phases, thus promoting the Federation's 3-19 agenda.

The Principals are accountable to an Executive Principal, the Executive Director of Education, the CEO, their local Academy Council and ultimately the Board.

"The real challenge is to combine strong leadership and strong management and use each to balance each other."

(Kotter, 2014)

The Purpose of the Role of Principal



PRINCIPAL - SNOWDON VILLAGE

The Principal of Snowdon Village primary responsibilities are:

Supporting the overall development of Snowdon Village by:

- Inspiring leadership ensuring a high quality of education and high standards of achievement for all pupils
- Providing strategic leadership and translating planning into positive action and results
- Ensuring professional governance within Snowdon Village both via routine individual meetings and attendance at Snowdon Village 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 Snowdon Village and Federation targets
- Networking with local, national and international groups to bring a richness and diversity of experience to Snowdon Village and its community
- Carrying out such other duties as are required and as are commensurate with the grade of the post

Leading Snowdon Village Improvement by:

The Principal of Snowdon Village will identify priorities and opportunities for Snowdon Village 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
- Commissioning and partnership working
- Development of new provisions

Areas of responsibility:

- the leadership of the Snowdon Village suite of provisions
- the achievement of targets as described within the performance management cycle

Accountability:

- Accountable to the Snowdon Village Council and Executive Principal

Leadership:

- Snowdon Village staff: Engage, Nest and Futures Sites

Outward-facing role:

- Represent the CLF at networks and strategic panels as appropriate

Has awareness of:

- Contemporary effective school improvement strategies
- Current developments in the education sector
- Movements within AP Sector
- Statutory and non-statutory frameworks for SEND within which of the settings will work

**Job
Description**

Person Specification

The ten skills, qualifications and associated professional experiences essential for the role of Executive Leader in the CLF

KEY LEADERSHIP SKILL AND/OR KNOWLEDGE	EXPERIENCES REQUIRED	
Vision, passion, presence	<ul style="list-style-type: none"> A track record of creating and implementing a vision for improving or a successful Snowdon Village 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 Able to be a strong visible presence within Snowdon Village leading by example and holding high expectations of self, staff and learners
Bristol Metropolitan Academy improvement	<ul style="list-style-type: none"> A track record for leading an alternative or special provision to improved performance, as demonstrated by Ofsted judgements and / or pupil 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 AP/special setting, leading to demonstrable 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
Ability to take on leadership in challenging circumstances and challenge under performance	<ul style="list-style-type: none"> Recent experience of working in a challenging/under performing setting and effectively challenging under performance in staff 	<ul style="list-style-type: none"> Extensive experience of developing staff and building teams
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 an educational setting -a successful innovator of school improvement that has impacted positively upon pupil outcomes, particularly for vulnerable pupils 	
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 innovation in a school to support high quality learning and teaching 	
Effective networking skills	<ul style="list-style-type: none"> Experience of working with multi agencies, other partner organisations and external stakeholders to develop new approaches and accelerating improvement 	
Self-evaluation and scrutiny	<ul style="list-style-type: none"> Understanding of the principles and practice of effective self-evaluation and preparation for inspection 	<ul style="list-style-type: none"> Experience of leading a provision successfully through inspections and other external scrutiny processes
Understanding of pupil motivation, engagement, behaviour and attitudes to learning	<ul style="list-style-type: none"> Experience of re-motivating disengaged learners, improving attendance, behaviour and pupil performance, for the most vulnerable pupils 	
Commitment to self-development and own learning	<ul style="list-style-type: none"> Degree and teaching qualification Qualified teacher status 	<ul style="list-style-type: none"> Recent and relevant leadership development/training NPQH (or clear intention to gain this qualification)

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





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.

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

Application and Selection Process

All applications will be acknowledged. There is a nominal 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
Advertising date	1 May 2019
Closing date for applications	12 May 2019
Shortlisting dates	Monday 13 May and Tuesday 14 May 2019
Assessment day	21 May 2019
Interview day (if successful after assessment day)	23 May 2019

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:


- A short (no more than 3 pages) statement highlighting your motivation for the role as Principal. We are keen to discover more about your vision for learning as well as gaining an understanding of 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 four areas:
1. How the experiences you have had in your career to date prepare you for the role of Principal of Snowdon Village. Please include any examples of particular innovations that have had a big impact. Consider how your experience and achievements match the requirements of this position;
 2. The broader educational outcomes you would hope to achieve for the students in each key stage at Snowdon Village.
 3. The makings of a successful school leader and how would you measure your own success in August 2020 at the end of your first full academic year in post.
 4. What you would do in your first 100 days in post to establish yourself with staff, students and the wider Academy community.

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 **Kate.Palmer@clf.cabot.ac.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.



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 2023. 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 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

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

- BPA - Begbrook Primary Academy (Primary)
- BBA - Bristol Brunel Academy (Secondary)
- BMA - Bristol Metropolitan Academy (Secondary)
- BFA - Bristol Futures Academy (Secondary Alternative Provision)
- CAB - City Academy (Secondary)
- DSSB - Digitech Studio School Bristol (Studio School)
- EPA - Evergreen Primary Academy
- FVA - Frome Vale Academy (Primary)
- HPA - Hans Price Academy (Secondary)
- HWA - Hanham Woods Academy (Secondary)
- HMA - Herons Moor Academy (Primary)
- HVA - Haywood Village Academy (Primary)
- JCA - John Cabot Academy (Secondary)
- KOA - King's Oak Academy (All-through)
- MPA - Minerva Primary Academy (Primary)
- SA - Summerhill Academy (Primary)
- WFA - Wallscourt Farm Academy (Primary)
- CLF Post 16

Cabot Learning Federation Outcomes 2018

The following provides a summary of the performance across the Trust at key phases. The following identifies the number of academies that are within each of the key phases:

1. Key Stage 2: (4 Academies: East Central Bristol)

2. Key Stage 1: (6 Academies: 3 x Bristol, 2 x South Glos, 1 x North Somerset)

3. Phonics: (6 Academies: 3 x Bristol, 2 x South Glos, 1 x North Somerset)

4. EYFS: (6 Academies: 3 x Bristol, 2 x South Glos, 1 x North Somerset)

5. Key Stage 4: (8 Academies: 3 x East Central Bristol, 4 x South Glos, 1 x North Somerset)

6. Key Stage 5 (CLF Post 16 and DSSB)

The following tables identify the performance in each of the phases across the Trust over the last three years or two years where appropriate. Broadly the Trust had strong outcomes in 2018 compared to outcomes in 2017 across the phases. The Trust is ambitious to further improve outcomes to reflect to maturity and effectiveness of the strategies and approaches currently in place around Curriculum, Pedagogy and Assessment within the Trust.

1. Key Stage 2 (4 Academies: East Central Bristol)

At KS2 the Trust is in-line with National and improved attainment in 2018 by 12% for the Trust. Combined outcomes for all academies improved in 2018

Combined compared to previous years / national average

Academy	Exp. RWM			
	2016	2017	2018	Diff
Begbrook Primary Academy (BPA)	58%	58%	71%	13% ↑
Frome Vale Academy (FVA)	36%	29%	74%	45% ↑
Minerva Primary Academy (MPA)	58%	68%	54%	-14% ↓
Summerhill Academy (SA)	45%	46%	52%	6% ↑
CLF	50%	51%	63%	12% ↑
Nat.			64%	-1%

In line with National

1.1. Expected Standards in subjects compared to previous years / nat. average

The table below shows the outcome for individual subjects in each academy. The majority of results show an improvement on the previous year but in some academies outcomes are not in line with National averages.

Academy	% Ex. Stand Reading				% Ex. Stand Writing				% Ex. Stand Maths			
	2016	2017	2018	Diff	2016	2017	2018	Diff	2016	2017	2018	Diff
BPA	74%	68%	77%	9% ↑	75%	82%	85%	3% ↑	77%	82%	80%	-2% →
FVA	40%	50%	79%	29% ↑	68%	71%	79%	8% ↑	64%	54%	74%	20% ↑
MPA	63%	70%	60%	-10% →	73%	81%	77%	-4% →	73%	73%	74%	1% ↑
SA	63%	58%	60%	2% ↑	67%	59%	72%	13% ↑	64%	70%	67%	-3% →
CLF	63%	62%	69%	7% ↑	70%	71%	78%	7% ↑	68%	72%	74%	2% ↑
Nat.			75%	-6%			78%	0%			76%	-2%

1.2 Expected / Higher Standards combined compared to APS on entry

Disadvantaged pupils generally achieved the expected standard for RWM in line with National with 3 of the academies exceeding 63%.

Academy	KS1 APS	Combined					
		Cohort		Exp Std.		High Std.	
		All	PP	All	PP	All	PP
Begbrook Primary Academy (BPA)	15.6	90	25	71%	62%	12%	12%
Frome Vale Academy (FVA)	13.9	19	13	74%	77%	0%	0%
Minerva Primary Academy (MPA)	15.5	33	18	54%	57%	14%	19%
Summerhill Academy (SA)	16.9	90	41	52%	40%	7%	3%
CLF	15.9	232	97	63%	53%	9%	6%
National 2018				64%			

2. Key Stage 1: (6 Academies: 3 x Bristol, 2 x South Glos, 1 x North Somerset)

At KS1 attainment was up for 2018 and above national.

2.1. Combined compared to previous years / national average

Academy	2018	% EXS Combined			
		2016	2017	2018	Diff
Begbrook Primary Academy (BPA)	87	49%	62%	68%	6% ↑
Frome Vale Academy (FVA)	29	61%	76%	79%	3% ↑
Haywood Village Academy (HVA)	18	NA	NA	78%	
Kings Oak Academy Primary (KOA)	46	NA	NA	67%	
Minerva Primary Academy (MPA)	27	47%	46%	70%	25% ↑
Wallscourt Farm Academy (WFA)	58	55%	63%	59%	-5% →
CLF	180	52%	61%	68%	7% ↑
National				65%	3% ↑

2.2. Expected Standards in subjects compared to previous years / nat. average

Academy	% Ex. Stand Reading				% Ex. Stand Writing				% Ex. Stand Maths			
	2016	2017	2018	Diff	2016	2017	2018	Diff	2016	2017	2018	Diff
BPA	69%	71%	80%	9% ↑	54%	65%	70%	5% ↑	68%	79%	79%	0% ↑
FVA	68%	84%	90%	6% ↑	71%	80%	83%	3% ↑	65%	88%	86%	-2% ↑
HVA	NA	NA	78%		NA	NA	78%		NA	NA	83%	
KOAP	NA	NA	74%		NA	NA	70%		NA	NA	78%	
MPA	69%	55%	81%	26% ↑	51%	48%	74%	26% ↑	67%	64%	81%	17% ↑
WFA	69%	72%	76%	4% ↑	61%	67%	62%	-5% →	73%	77%	74%	-3% →
CLF			79%				71%				79%	
Nat			76%	3% ↑			70%	1% ↑			76%	3% ↑

Academy	% GLD			
	No.	2017	2018	Diff
Begbrook Primary Academy (BPA)	88	73%	72%	-1% →
Frome Vale Academy (FVA)	30	68%	60%	-8% ↓
Haywood Village Academy (HVA)	61	86%	85%	-1% →
Kings Oak Academy Primary (KOA)	58	78%	81%	3% ↑
Minerva Primary Academy (MPA)	36	57%	72%	15% ↑
Wallscourt Farm Academy (WFA)	60	72%	77%	5% ↑
CLF	333	72%	76%	4% ↑
National			71%	5% ↑

3% above National

3. Phonics (6 Academies: 3 x Bristol, 2 x South Glos, 1 x North Somerset)

Phonics remained above national in 2018

	Year 1				Year 2			
	2016	2017	2018	Diff	2016	2017	2018	Diff
Begbrook Primary Academy (BPA)	67%	82%	76%	-6% →	93%	90%	83%	-7% →
Frome Vale Academy (FVA)	91%	96%	95%	-1% →	90%	96%	97%	1% ↑
Haywood Village Academy (HVA)	NA	75%	87%	12% ↑	NA	NA	80%	
Kings Oak Academy Primary (KOA)	NA	78%	81%	3% ↑	NA	NA	96%	
Minerva Primary Academy (MPA)	74%	77%	60%	-17% ↓	92%	79%	96%	17% ↑
Wallscourt Farm Academy (WFA)	86%	90%	90%	0% →	90%	92%	95%	3% ↑
CLF	NA	84%	81%	-3% →	NA	90%	90%	0% →
Nat			71%	10% ↑	10% above National (all above except MPA)			

4. EYFS: (6 Academies: 3 x Bristol, 2 x South Glos, 1 x North Somerset)

Over time GLD has improved to be 5% above national in 2018.

	2014	2015	2016	2017	2018
CLF %GLD	51% ↓	68% ↑	54% ↓	72% ↑	76% ↑
Nat. Ave	61%	66%	69%	71%	71%

5% above National

Key Stage 4

Progress 8 for all students improved from -0.24 to -0.04 in 2018 and for PP from -0.27 to -0.13.

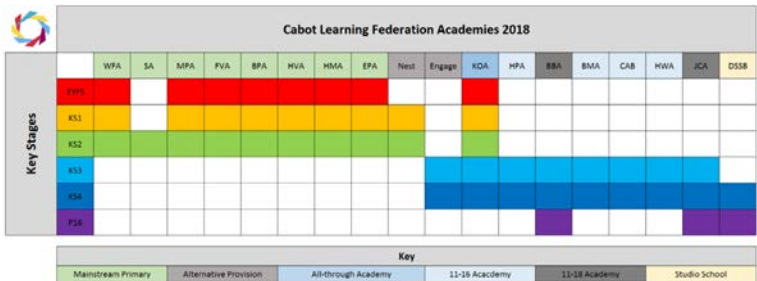
	APS	Cohort	Progress 8			Progress 8PP			Basics 9-4	Basics 9-5
			2018	2017	Diff	2018	2017	Diff		
CAB	24.7	114	0.26	0.13	0.13	0.20	0.14	0.05	54%	28%
HPA	26.2	75	0.20	0.16	0.04	0.02	-0.04	0.06	47%	27%
JCA	29.0	151	0.14	-0.35	0.49	0.06	-0.70	0.76	72%	49%
BBA	27.0	184	0.12	0.07	0.05	0.04	-0.03	0.07	52%	29%
BMA	26.9	150	0.05	0.32	-0.27	0.08	0.21	-0.13	54%	28%
HWA	28.7	162	-0.34	-0.86	0.52	-0.54	-1.08	0.54	60%	31%
BCA	25.4	39	-0.45	-0.92	0.47	-0.87	-1.15	0.28	33%	18%
DSSB	28.8	62	-0.54	-0.56	0.02	-0.68	-0.97	0.30	48%	31%
KOA	27.6	102	-0.68	-0.22	-0.46	-0.84	-0.48	-0.35	42%	20%
CLF	27.4	1039	-0.04	-0.24	0.20	-0.13	-0.27	0.14	55%	30%

5. Key Stage 5 (CLF P16)

Value added at Post-16 fell in 2018, but reflected a significantly weaker cohort and significant curriculum change.

CLF P16	2016	2017	2018
No.	232	264	186
APS on Entry	43.3	42.2	35.3
VA	-0.34	-0.02	-0.12
APE	27.8	32.5	25.1
A*-A	15%	22%	12%
A*-B	28%	40%	25%
A*-C	56%	69%	51%
A*-E	95%	98%	95%
U	5%	2%	5%

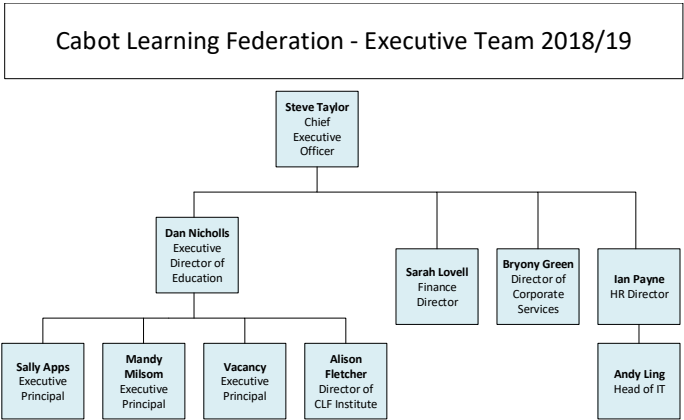
The CLF offers the following range of provision:



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.



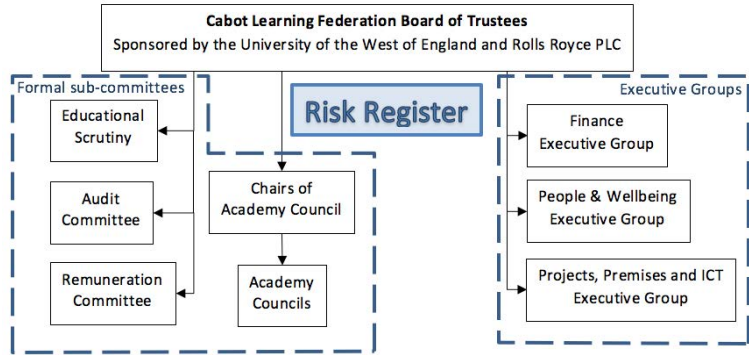
Executive Principals line manage the Principals of the Cabot Learning Federation

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.

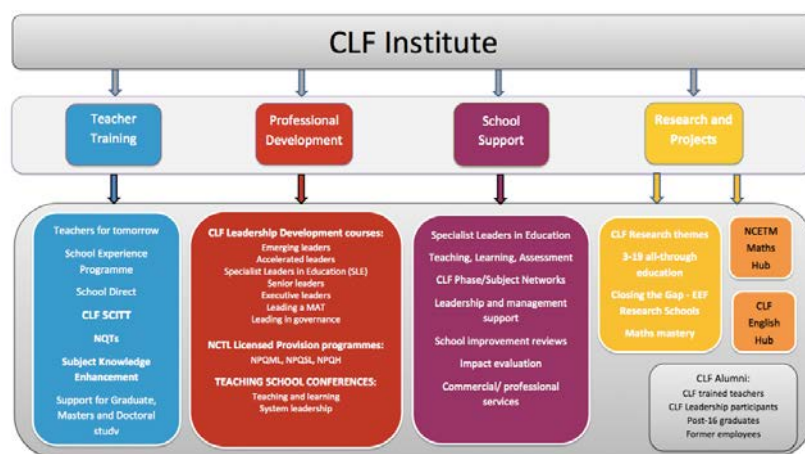
The Cabot Learning Federation (CLF) Governance Model



Structure
of the
Cabot
Learning
Federation

The CLF Institute was launched in September 2015, incorporating the Teaching School activity and projects, including the Boolean Maths Hub and the 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

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 opened in 2016. The SCITT cohort includes Researchers in Schools (RiS), and School Direct Salaried Candidates, some of whom are affiliated to partner organisations who work collaboratively with us to deliver the ITT programme. The SCITT was judged to be good by OFSTED in its final inspection in 2018.



Core Purpose

- 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

As an organization, we are committed to working in accordance with our HEART values, which are outlined below:

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.

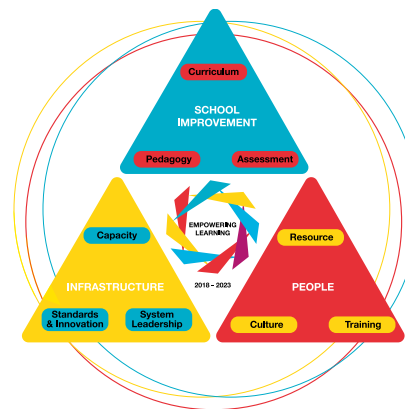
The fundamental mission of the CLF will be that its work will Empower Learning by 2023. In uncertain times, it is through the ubiquitous culture of excellence and the highest standards in all aspects of its work that the CLF will be best placed to respond to the needs of its stakeholders throughout the period up to 2023 and beyond.

The vision of Empowering Learning is expressed in the diagram below, 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

14