



COLLABORATIVE
EDUCATION TRUST



Coleshill Heath



Haslucks Green



Langley School



Oak Cottage



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Collaborative Education Trust

We are a **family of four schools**: one secondary and three primary schools with an ambition to grow gradually and strategically, working with a diverse range of partners.

We believe that children benefit when adults collaborate.

Our **vision** is to create a family of schools who are connected by a shared belief in working in a diverse and inclusive system with a shared desire to work in partnership in the best interests of all of our children.

We share the following **values**:

- We are a family of schools.
- We trust each other, and this trust will build over time.
- We are committed to best practice and good governance.
- We are role models for what we want from everyone in our Trust including our children.
- We are in service to our Trust and importantly our children.
- We are honest and open in all communication which will be the key to our success.
- We are courageous in our conversations, decisions and actions.
- We are committed to doing the best for our young people, keeping them at the heart of all that we do and giving them a stake in this process.

Our **purpose**:

- Improve the outcomes and experiences of all children and young people in our care.
- Make 'Best Practice' the standard against which we measure ourselves, achieving economies of scale for best value whilst facilitating access to the best services.
- Commit to engaging in a collective journey of continuous improvement, ensuring that all staff have access to consistently high-quality career professional development.

All of the **schools** in our **Trust** will:

- Proudly identify themselves as members of our Trust.
- Be Ofsted-rated good or outstanding. Where improvement is required, this will be delivered with pace and determination.
- Enhance the Trust's local, national and international reputation.
- Deliver equality of opportunity with respect to both access and outcomes.
- Ensure that their curricula and organisation meet the needs of their children and young people but will also seek to meet local needs where appropriate.
- Ensure that achieving high quality teaching and learning and aspirational outcomes for their children and young people are central to planning, practice and accountability.
- Plan, discharge and control their budgets efficiently and effectively.
- Ensure that safeguarding and health and safety requirements are met to the highest of standards.

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Governance and Leadership

Governance and senior leadership are responsible for the strategic vision and direction of the Partnership, and the quality of leadership of the Partnership overall and in individual centres.

The **Trust Board** will:

- take overall responsibility for the provision and work of the Trust.
- monitor systematically the effectiveness of local governing bodies and headteachers.
- retain a central executive team to assist with the discharging of its responsibilities and to manage such centrally provided services as are required by the Trust.
- manage the performance of the Chief Executive Officer.
- determine the pace and extent of the Trust's growth.

Local Governing Boards will:

- take delegated responsibility for the conduct and curriculum of their centres and academies and be responsible for this directly to the Trust Board.
- take responsibility for the quality of leadership, teaching, learning and outcomes in their schools.
- take responsibility for the employment, leadership and management of staff.
- manage the performance of their headteacher with the assistance of the CEO and an external adviser appointed by the Trust Board.
- take responsibility for the effective performance management of staff in their school.
- take responsibility for efficient and effective financial and premises management.
- ensure safeguarding and health and safety requirements are met.

The Trust Board believes that clarity in communication is essential to the success of individual schools and the Trust as a whole, and requires governors, leaders and staff to have due regard to this in discharging their responsibilities.

See Scheme of Delegation for specific details

Teaching and Learning

- Sustaining high quality teaching and learning is fundamental to the purpose of the Trust and to achieving aspirational outcomes for all.
- The Trust is committed to delivering teaching and learning which not only enables children and young people to achieve their potential academically, but also produces good citizens for the future, capable of thinking independently, using knowledge intelligently, morally and collaboratively and working effectively with others for the common good.
- The Trust is committed to improving the quality of teaching and learning across the Trust through collaborative working, with internal and external partners.
- The Trust will ensure that transition between phases of education will be managed in such a way as to enhance and build on children's and young people's progress.
- The Trust is committed to high quality professional development, appropriate to the needs of the individual and of the Trust, for all its people throughout the organisation.

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Finance and Resources

- All schools will deliver efficient and effective financial management.
- All schools will take responsibility for the fitness for purpose of their premises and the quality of the learning environment within them.
- The Trust will maintain such central resources as are appropriate to support improvement and the efficient use of resources across the Trust.

Growth

- The Trust is committed to managed growth but the Trust Board will keep this under constant review for optimised effectiveness.
- Growth will only be agreed after a rigorous due diligence process has been applied.
- Potential partners must be able to subscribe wholeheartedly to the purpose, vision and values of the Trust.
- We want to work in partnership with a diverse range of settings to enhance the knowledge and skill base of the Trust.

Quality Assurance

- The Trust is committed to systematic self-evaluation, consistently applied in all centres and academies, validated by external evaluation.
- The Trust will take account of stakeholder views in assessing impact and in development planning.
- The Trust will share an agreed set of common Key Performance Indicators so that reporting is fair, transparent and enable all audiences to understand what outstanding practice and impact looks like.

All of the work of the Trust is quality assured through a Trust Report Card Schedule which is underpinned by the following:

- all stakeholders understand what outstanding performance is.
- all of the chief operating systems are consistently applied by all schools within the Trust.
- all schools within the Trust welcome this level of effective practice development.



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School Improvement for all schools in the Trust:

We are committed to a programme of peer to peer review for each of our schools. This also provides opportunities for leaders across the partnership to build capacity, develop their skills and knowledge as well as identifying and adopting good practice.

Pupil premium, safeguarding and governance reviews are conducted in our schools as part of the quality assurance cycle by the Director of Education, the CEO and other School Improvement partners.

Each school will engage in 2 SIP Visits each year, with the focus agreed in advance, dependent on the School Improvement Plan and SEF outcomes, by the headteacher and Director of Education. Each visit will be made by the Director of Education and another headteacher from the Trust so that each headteacher has the chance to take part in their own visit as well as one other during the cycle to build capacity and develop a consistency in school improvement standards. We will invite external partners to support our Quality Assurance processes.

The outcomes of the SIP Visits will be reported to the local and Trust boards via the Quality Assurance Report Card.

The responsibility of the Director of Education is to:

- Discuss and assess each school's self-evaluation and school improvement plan.
- Provide an objective review of the school's performance data by considering its most recent national test results, trends over time, use of pupil premium and other pupil achievement data
- Discuss the school's targets and priorities for the coming year, based on the analysis of the data above, to ensure that they are ambitious but realistic.
- Challenge the school on its capacity to improve and whether it is focusing on the most important priorities for improvement and development.
- Provide advice and guidance to the governing body to inform the performance management of the head teacher.



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Collaboration

School Improvement comes through collaboration and we will collaborate in the following ways:

- Calendared half termly Headteacher meetings.
- Calendared termly meetings for KPI Leads, including: Oracy, Literacy, Numeracy, Attendance, Behaviour for Learning, Teaching and Learning, SENCOs and PP
- Performance and other pupil engagement opportunities, including Sports Days, competitions, peer-Buddy Reading programme, Anti-Bullying Ambassadors, etc.
- At least one shared INSET per year for keynote speaker and Trust priorities,
- Cross-phase moderation, planning and observation.

Trust Leadership

Central team (accountable to Trust Board):

Chief Executive Officer – Chief Accounting Officer, policy, quality assurance, strategy, growth, leadership capacity, governance reporting, collaboration

Chief Financial Officer – business development, finance operations, estates, risk, health and safety, GDPR

Director of Education – quality of education, SEND, Pupil Premium, Literacy and Numeracy , collaboration and training

Governance/ Compliance Professional – clerking, policy compliance and schedule

IT – Digital Strategy, resource development and management, cyber risk management, network, email

Top Up Arrangements to fulfil Trust core offer:

4% for schools with less than 450 pupils

5% for schools with more than 500 pupils



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COLLABORATIVE EDUCATION TRUST TRUST IMPROVEMENT PLAN 2025 -2026

STRATEGIC OVERVIEW

AIMS

1. Create meaningful collaborative opportunities for pupils, staff and governors
2. Develop pupils' oracy across the Trust
3. Implement a People Strategy where staff are supported, empowered and proud to work in the Trust
4. Establish a robust and effective quality assurance process
5. Make efficiency savings to remain financially sustainable and allow for more funds to be directed to pupils
6. Harmonise systems related to Health and Safety and Site Management to ensure compliance and to enhance facilities
7. To welcome partners into the Trust who complement the skills, experience and knowledge of our existing settings whilst adding diversity and innovation

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