

# Assistant Principal

**CLF Post 16**

Candidate Information Pack



Cabot  
Learning  
Federation



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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 Assistant 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 9,300 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 an Assistant Principal who shares this commitment and holds values conducive to making our ambitious goals a reality. We are seeking someone who, like us, recognises that effective collaboration is the best route to outstanding achievement, and who will have an unrelenting focus on high-quality learning, teaching and leadership required to support the primary aims of the CLF.

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

# Introduction

Kath Cooper  
Principal



Thank you for the interest you have shown in the recently advertised position for Assistant Principal at CLF Post 16.

The Post 16 Academy became an amalgamated provision for 16 - 19 age learners in September 2014. Our cohort continues to grow in number each year. Students can access a fully inclusive curriculum offer from Level 1 ESOL, Level 2 & 3 vocational courses to the full suite of A level choices. We currently serve the communities of East and Central Bristol and local neighbourhoods within Kingswood and Hanham.

The intake reflects the local community and is socially and economically diverse with a rich and inclusive ethos and culture across the Academy.

CLF Post 16 is part of the Cabot Learning Federation and has benefited from being part of a medium sized, mature MAT with access to excellent professional services and working in collaboration with a group of experienced leaders across the trust. The Academy has strong links with UWE and the care home provision within the local community, and it 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 across the Academy, and we are looking to appoint a strong and highly motivated Assistant Principal with outstanding teaching skills, excellent communication, vision, imagination, energy, resilience and a commitment to collaboration. We want our new Assistant 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 and future careers. The successful candidate will lead a motivated, talented and hard-working staff team. They will have the opportunity to work with a dynamic group of leaders from across the Federation and be supported by an experienced central team offering a range of professional services.

As part of the application process we encourage visits to the school. We hope you find the enclosed information helpful.

I look forward to hearing from you should you wish to apply.

Kath Cooper  
Principal



## **ASSISTANT PRINCIPAL**

**Contract: Full-time, permanent**

**Salary: L12 – L17, £52,673 – £59,558 per annum**

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

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

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

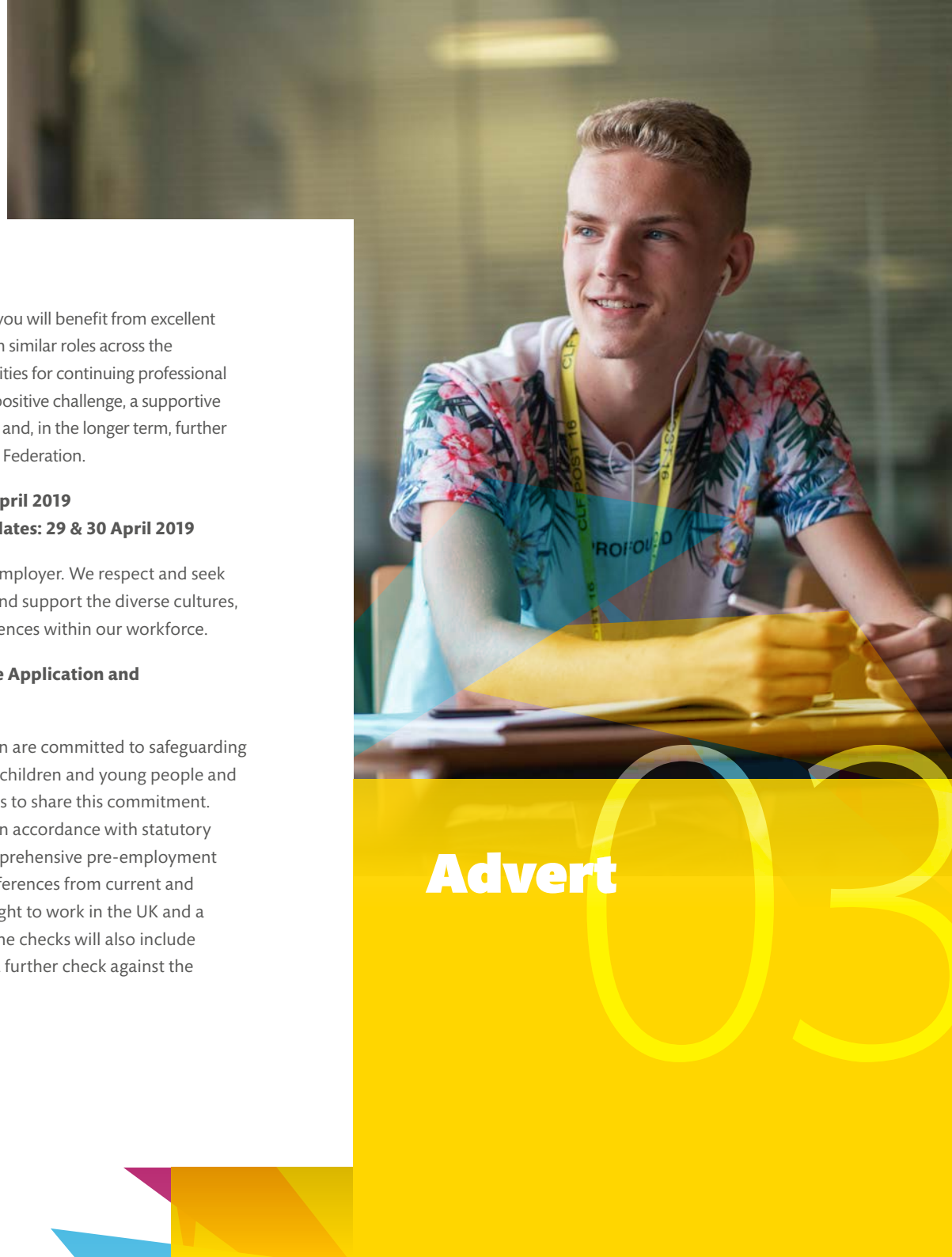
**Closing date: Midnight 23 April 2019**

**Assessment and interview dates: 29 & 30 April 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.





## CLF Post 16

CLF Post 16 is a "Good" Academy in South Gloucestershire and Bristol and is part of the Cabot Learning Federation at the heart of a growing community. We currently have 400 students on roll with a 20% growth projection year on year. The Academy is a hub in the centre of a diverse community, with a range of ethnicities and a varied socio-economic catchment from either ends of the spectrum.

The Academy pastoral structure is organised into learning colleges. These are led by Heads of Colleges responsible for the attainment progression and personal development of all students, driving aspirational ambition for students and their future careers. The intake consists of all abilities from across the 16 - 19 age range studying a broad curriculum offer from Level 1, 2 and 3 suites of courses.

Students are cared for well and all pastoral needs are met to an exceptional standard; a unique aspect to the Post 16 provision.

The learning environment for all students is a "good" standard that is purposeful, underpinned by an ethos of success. Teachers are experts in their fields, encouraged to maintain professional growth and empowered to lead the outstanding learning every day.

During Key Stage 5, students will be guided through a journey of development establishing their goals and chosen pathways for the future. Our information and guidance programme is led with ambition and embeds aspirations for all students to reach their full potential, moving on to 100% positive destinations including University, Level 3 and Level 4 apprenticeships and employment.

The CLF Post 16 is a caring community that continues to drive the standards high. It has been an exciting and positive journey to date and we are looking forward to the next steps driven by a forward-thinking team of professionals.

## **ASSISTANT PRINCIPAL**

**SALARY: L12 – L17**

**The Assistant Principal's primary responsibilities are:**

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

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

### **Leading Academy Improvement by:**

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

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

### **Areas of responsibility:**

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

### **Accountability:**

- Accountable to the Vice Principal

### **Leadership:**

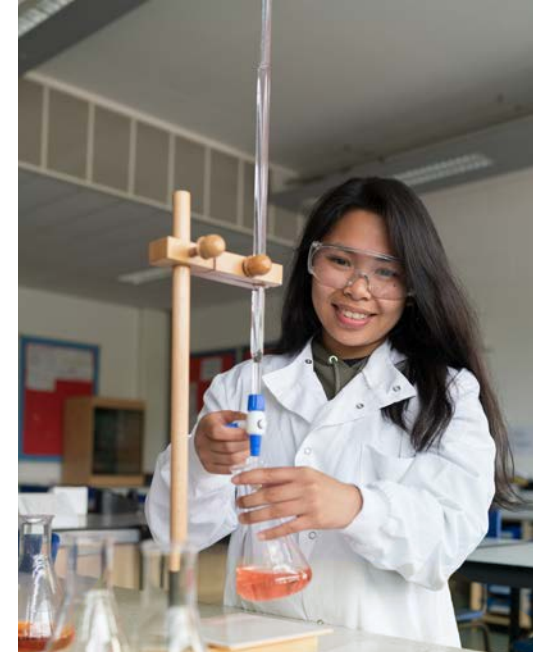
- Associate Assistant Principals
- Heads of College
- Academy Staff

### **Outward-facing role:**

- Represents the Academy at Federation events and networks
- Represent the Federation at networks and strategic panels as appropriate
- Ambassador for recruitment

### **Has awareness of:**

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



**Job  
Description**





# Person Specification

## 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

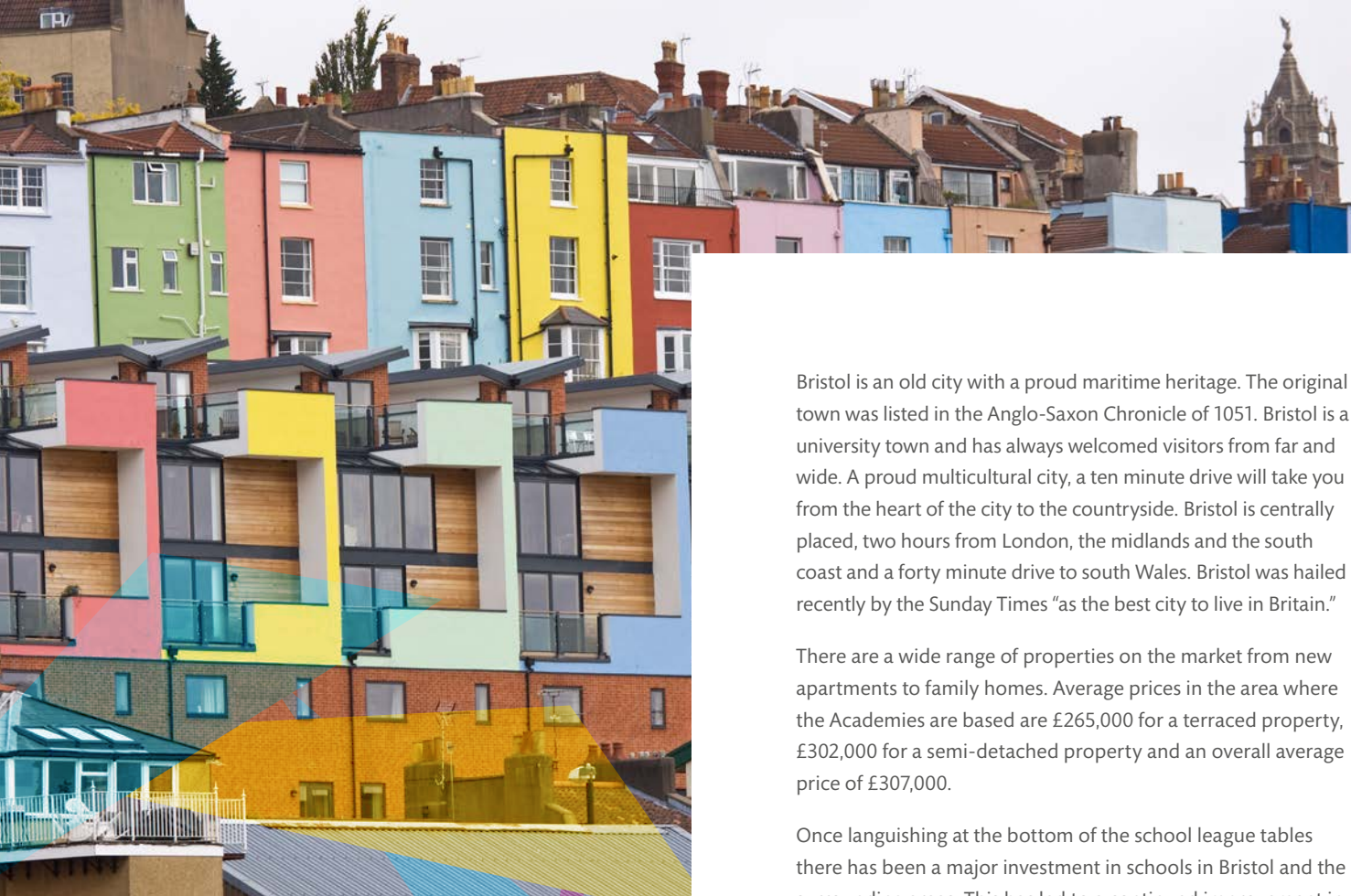
## The ten personal qualities needed for leadership roles in the CLF:

- 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



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

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



## Location

Bristol

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

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

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

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

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

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

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

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

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



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

Action	Date
Advertising date	9 April 2019
Closing date for applications	Midnight 23 April 2019
Assessment day and selection interview	29 April 2019
Interview date	30 April 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.

#### Please attach:

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

- How the experiences you have had in your career to date prepare you for the role of Assistant Principal? Please include any examples of particular projects or initiatives that have had impact. Consider how your experience and achievements match the requirements of this position.
- The makings of a successful school leader and how would you measure your own success in August 2020 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

**CLFrecruitmentmailbox@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.

# Application and Selection Process

# 08

# Cabot Learning Federation

# 09

## 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)
- 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)
- WFA - Wallscourt Farm Academy (Primary)

The map below details our site locations across North Somerset, Bristol and South Gloucestershire.





## 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% ↑
<b>CLF</b>	<b>50%</b>	<b>51%</b>	<b>63%</b>	<b>12% ↑</b>
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% →
<b>CLF</b>	<b>63%</b>	<b>62%</b>	<b>69%</b>	<b>7% ↑</b>	<b>70%</b>	<b>71%</b>	<b>78%</b>	<b>7% ↑</b>	<b>68%</b>	<b>72%</b>	<b>74%</b>	<b>2% ↑</b>
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%
<b>CLF</b>	<b>15.9</b>	<b>232</b>	<b>97</b>	<b>63%</b>	<b>53%</b>	<b>9%</b>	<b>6%</b>
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% →
<b>CLF</b>	<b>180</b>	<b>52%</b>	<b>61%</b>	<b>68%</b>	<b>7% ↑</b>
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% ↑
Walls court 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% ↑
Walls court 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%

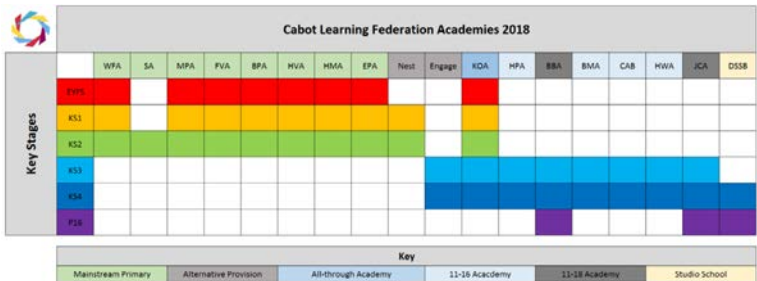
## 5. Key Stage 5 (CLF P16)

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%



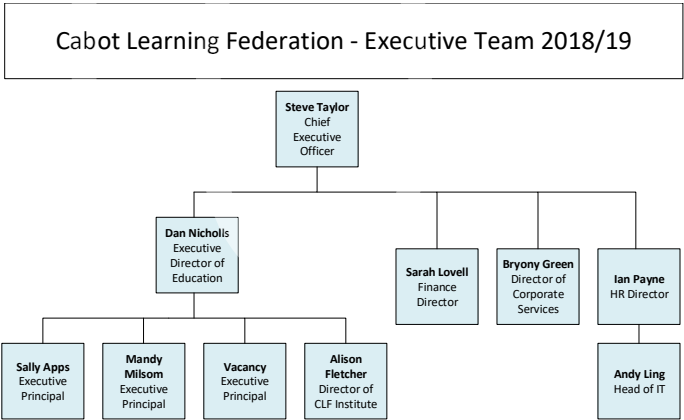
The CLF offers the following range of provision:



**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.



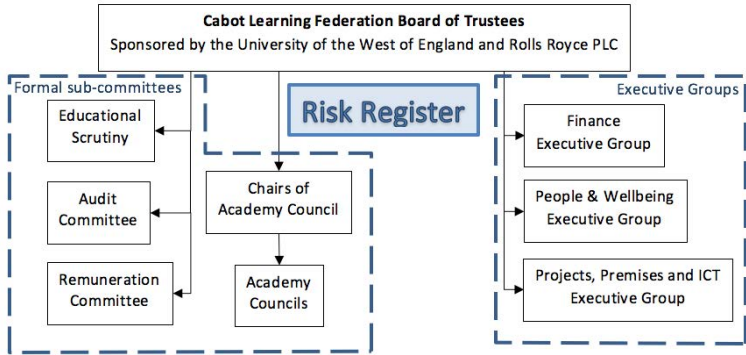
Executive Principals line manage the Principals of the Cabot Learning Federation

**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.

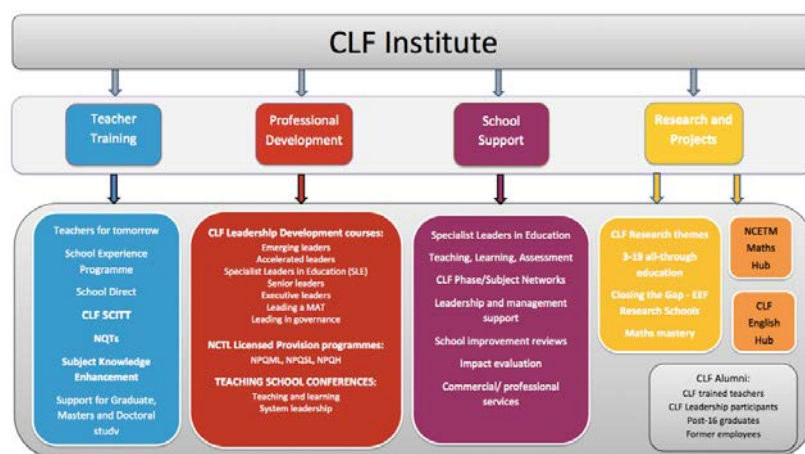
**The Cabot Learning Federation (CLF) Governance Model**



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 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

