

Vice Principal

Evergreen Primary Academy

Candidate Information Pack



**Cabot
Learning
Federation**

 **Rolls-Royce**

 **UWE
Bristol** University
of the
West of
England

 **National College for
Teaching & Leadership**

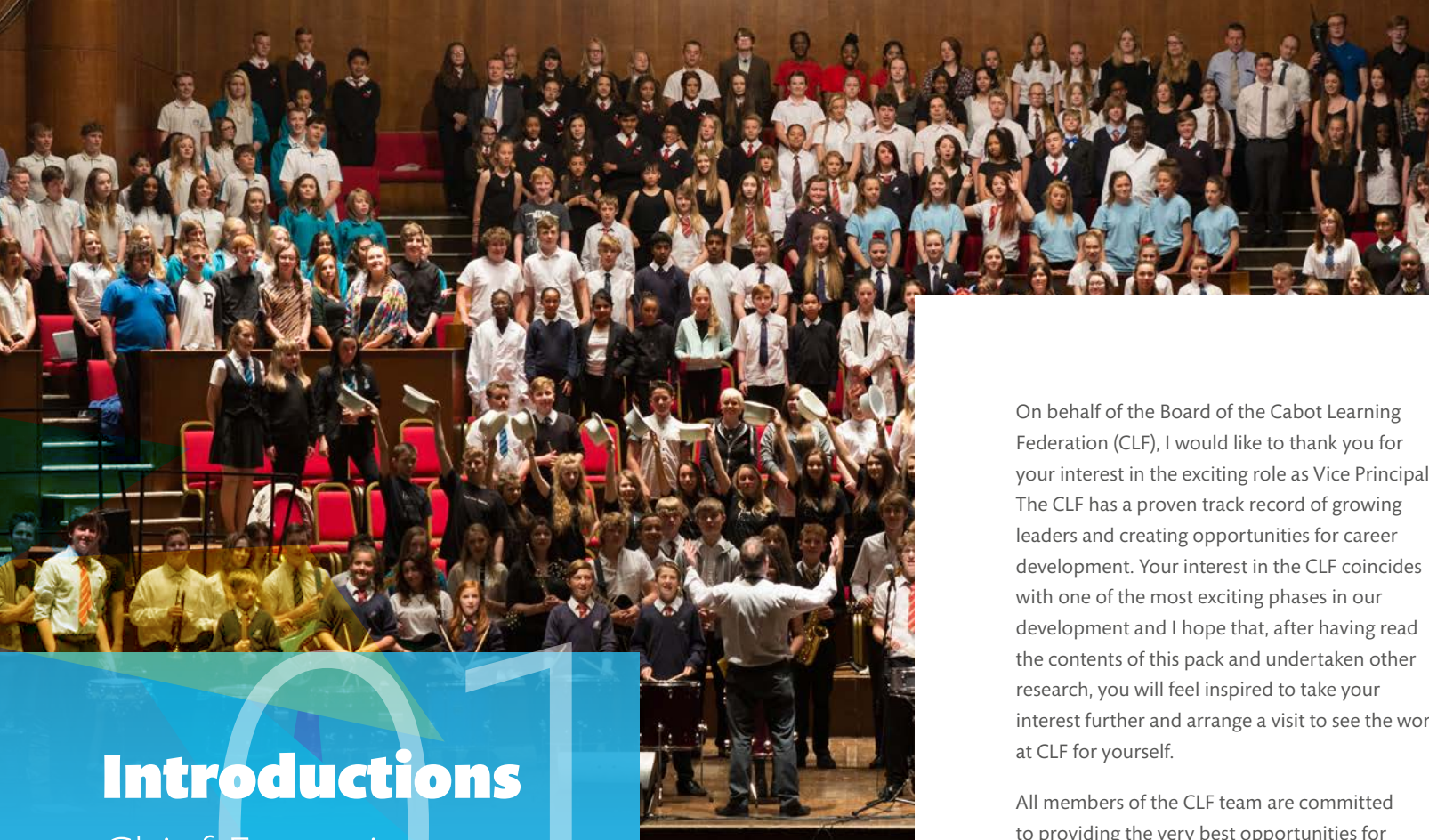
 **National Centre
for Excellence in the
Teaching of Mathematics**

 **National Support School**
designated by
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Teaching & Leadership**

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Introductions

Chief Executive
Officer & Chair
of CLF Board

On behalf of the Board of the Cabot Learning Federation (CLF), I would like to thank you for your interest in the exciting role as Vice 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 in 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 Vice 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 Vice 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

Victoria Counsell Principal

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Thank you for the interest you have shown in the recently advertised position for Vice Principal at Evergreen Primary Academy.

This is an exciting time to be joining Evergreen Primary Academy, in such a key and pivotal role in our continuing journey of rapid improvement. Having been recently appointed as Principal of Evergreen Primary Academy, both myself and the rest of the staff are looking forward to welcoming a dynamic and committed Vice Principal to our team who will help shape, develop and embed our vision and ethos.

Evergreen Primary Academy joined the Cabot Learning Federation on 1st September 2018 and we are looking to appoint a strong and highly motivated Vice Principal with outstanding teaching skills, excellent communication, vision, imagination, energy, resilience and a commitment to collaboration. You will share our passion for ensuring that every pupil achieves the highest possible standards and have the ability to effectively support myself and the senior leadership team lead a motivated, talented and hard-working staff team.

Evergreen Primary Academy is a medium sized primary school with its own nursery class, located near the centre of the vibrant and exciting City of Bristol with excellent road and rail links and secure parking. The children come from a wide variety of social and ethnic backgrounds. Many of our families are newly arrived in Britain and English is not their first language. We prize our diverse, multicultural school community which we believe enhances the learning environment and educational experience for everyone associated with the school.

We are a mature Multi-Academy Trust that has a strong and growing reputation for supporting academy improvement. You will have the opportunity to work with a dynamic group of colleagues and must value collaboration, have a passion for education and welcome a healthy level of support and challenge to help ensure that the academy achieves outstanding outcomes for all of its pupils.

We look forward to receiving your application.

Kind regards,

Victoria Counsell

VICE PRINCIPAL

Contract: Full-time, permanent

Salary: L9 - L15 (£48,927 - £56,714)

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.

We are looking for:

- An enthusiastic, positive professional who is committed to supporting all children to achieve and enjoy learning, within our community of learners
- An experienced, well-organised professional who is committed to working alongside and leading others to realise the vision for learning at Evergreen Primary Academy and ensure excellence for all
- Commitment to developing the vision for Evergreen Primary Academy - an international, intergenerational learning centre
- Someone that will be excited about providing, demonstrating and facilitating a love of learning for life

In this role, you will promote good and outstanding teaching that secures progress over time and enables students to achieve strong outcomes. CLF has successful track record of performance delivery across its Academies; as Vice 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. You will have the drive

and passion to help lead Evergreen Primary Academy and accelerate improvement. You will have a track record of success and bring a level of focus, precision and rigour that will have a substantial and sustained impact. 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.

As part of the Cabot Learning Federation there are significant opportunities to connect and collaborate with our partner Academies as well as outstanding leadership development opportunities.

Closing date: Midnight on Sunday 10 February 2019

Assessment day and selection interview: Tuesday 26 February 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 9 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

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Evergreen Primary Academy is a medium sized primary school with its own nursery class, located near the centre of the vibrant and exciting City of Bristol with excellent road and rail links and secure parking. The children come from a wide variety of social and ethnic backgrounds. Many of our families are newly arrived in Britain and English is not their first language. Evergreen Primary Academy takes pride in its diverse, multicultural school community which we believe enhances the learning environment and educational experience for everyone associated with the school.

Evergreen Primary Academy came into operation on 1st September 2018. Prior to this, the school (formally known as Millpond Primary School) had been graded inadequate by Ofsted in March 2017. Since then, all stakeholders have been working tirelessly to ensure rapid progress takes place to improve the quality of teaching, learning and assessment, and the personal development, behaviour and welfare of the pupils. Pupil outcomes and attendance continue to improve and safeguarding is consistently effective.

Notwithstanding the challenges, the pupils are delightful and motivated, the team are totally committed to the school and passionate about the pupils' learning and achievement and our parents are ambitious for their children to succeed at school.

The staff at Evergreen Primary Academy are professional, passionate, committed and work hard to support all children to achieve both personally and academically. There is a strong ethos and culture around inclusion; students are well supported and thrive in this environment. The Vice Principal will support the Principal who, together with the wider leadership team, will work closely to ensure the smooth and effective running of the school.

Evergreen Primary Academy is part of the Cabot Learning Federation and is held to account through the governance structure which includes a local Academy Council and the CLF Board. The Academy Council supports and challenges the academy to improve its provision and outcomes for pupils. There is a very effective central team that enables academies to focus on the educational provision. This team includes finance, HR, compliance, IT and data services

In addition, the CLF Institute provides a wide variety of internal and licensed training for all staff and SCITT students. The central team and the Executive Principal support the Senior Leadership team so they are able to focus on the priorities of the Academy and improve the personal and academic achievement of each child.



**Evergreen
Primary
Academy**

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Job Description

VICE PRINCIPAL **SALARY: L9 - 15**

This job description should be read alongside the range of duties and responsibilities of Assistant Heads as set out in the annual pay and conditions document and the National Standards of excellence for Headteachers.

The duties and responsibilities of the subject element of the post may vary from time to time according to the changing needs of the school. The job description will be reviewed annually in the light of these changing requirements and in consultation with the post holder and the Academy Council.

Job Purpose

The Vice Principal will support the Principal in delivering a bold and inspirational leadership for the academy. Strive to create and uphold an environment for teaching and learning that empowers teachers and pupils to achieve their fullest potential and ensure the values of the school are upheld with the policies of the Academy Council and Trust.

The Vice Principal will take responsibility for the day to day management of the Academy in the absence of the Principal. The Vice Principal will take responsibility for key areas of the Academy as directed and agreed with the Principal.

Qualities and Knowledge

- Work with the Principal and Academy Council to contribute to a strategic view for the school in its community, analyse and plan for its future needs and further development within the local, national and international context.
- Act as a "sounding board" and "critical friend" to the Principal, always demonstrating high standards of personal integrity, loyalty, discretion and professionalism and publicly support all decisions of the Principal and Academy Council.

- Work closely with all leaders in the school to promote the vision and implement school improvement and self evaluation
- Support the Principal in fostering good relationships/partnerships with parents and the community, ensuring as far as possible, the involvement of all in the life and ethos of the school – leading and organising workshops, leaflets and PTA events
- Support the Principal and Senior Leadership team in creating and promoting positive strategies for meeting the schools equalities duties
- Assist in the creation of a stimulating, attractive and tidy environment, both inside and outside for the benefit of the school community
- Undertake full responsibility for all matters related to the school in the absence of the Principal in accordance with school policies and the agreed approach of the Principal

Systems and Process

- Work with the Principal in school self-review and self-evaluation procedures including the strategic use of analysis of performance data and the subsequent formulation of the school improvement plans
- Ensure that all school staff are aware of their own responsibilities relating to Health and Safety thus ensuring that the pupils are learning in a Healthy and Safe environment
- Assist the Principal to review the performance of teachers as part of the Schools Performance management and underperformance procedures as required
- Support the development of effective teams that promote high quality learning and teaching-including key stage teams.
- Work closely with the Principal to Lead and support staff in utilising the school budget and resources in the most effective way to support school improvement

- Make a significant contribution to formal reporting eg Academy Council and self-evaluation reports. Contribute and implement the relevant sections of the Academy Improvement Plan

The Self-Improving School System

- Play a central role in maintaining good channels of communication and information flow at all times
- Work with the Principal in providing effective CPD and In service training for all staff
- Provide appropriate induction, mentoring and support for newly qualified teachers (NQTs) and student teachers, supply teachers and Teaching Assistant
- Play a significant part in promoting the good relationships with parents, encouraging parental and community involvement and good professional relationships with other agencies, local partnerships and schools
- Attend meetings of the Academy Council and sub committees as appropriate
- Develop effective relationships with the wider Cabot Learning Federation team supporting the wider community when required and attending relevant meetings and training

Teaching Responsibility

- Lead by example in developing high quality teaching and learning by being an excellent class teacher showing flexibility and an adeptness at designing learning which integrate most recent developments in teaching and learning

Person Specification

The Academy Trust are dedicated to appointing the best possible candidate for the position of Vice Principal.

The successful candidate will have the ability to motivate and inspire those that they work with, break through the barriers of expectations and harness all opportunities to create a climate of success and achievement for all.

The Vice Principal in our Academy will want to make a difference. They will be ready for a challenge and will bring a wealth of innovation and outstanding ideas to engage all stakeholders. Our Vice Principal will be approachable and consistent: they will give and earn respect from our pupils, staff parents and carers.

Education and Qualification	Essential	Desirable	Evidenced in
Degree and Qualified Teacher Status	X		Application
Evidence of continuous professional development	X		Application
Experience of leading/co-ordinating professional development and inset training	X		Application
Experience			
Proven ability as an excellent classroom teacher	X		Application
Experience of leading an aspect of whole school development	X		Application
Experience in effectively deploying and managing staff	X		Application
Experience of working in more than one school	X		Application
Knowledge and Skills			
Professional knowledge of what constitutes high quality and standards in teaching and learning	X		Application
Professional understanding of inclusion and strategies for engaging all learners	X		Application
Professional understanding of safeguarding within a school setting	X		Application
Ability to write reports, keep accurate records and communicate effectively	X		Application
Effective organisation skills	X		Application
Ability to work well with a range of audiences, including parents/carers and other professionals	X		Application





Ability to use a positive approach to promote learning and excellent behaviour	X		Application	A commitment to safeguarding and promoting the welfare of children	X		Application
Confident and competent in the use of ICT	X		Application	Ability to work creatively and collaboratively	X		Application
Ability to lead and manage a team	X		Application	Demonstrably professional, honest and loyal	X		Application
Understanding of curriculum and assessment of pupil progress	X		Application	Ability to make and justify difficult decisions	X		Application
Understanding of cross-curricular teaching	X		Application	Commitment to pupils and their learning, wellbeing and safety	X		Application
Understand procedures and legislation relating to confidentiality	X		Application	Committed to equality	X		Application
Personal Attributes				Ability to establish rapport and respectful trusting relationships with children their families, carers and other adults	X		Application
Passionate about teaching and learning	X		Application	Able to build and maintain successful and purposeful relationships	X		Application
Resilience, the ability to work under pressure and be able to meet deadlines	X		Application	Open-minded, self-evaluative and adaptable to changing circumstances and new ideas	X		Application
Proven ability to prioritise workloads	X		Application	Willingness to be involved in the wider life of the Academy	X		Application
Ability to work effectively and supportively within the Academy team	X		Application	Bring personal interests and enthusiasms to the Academy community		X	Application
Excellent communication and organisational skills (including written and oral skills)	X		Application				

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

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

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

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Application and Selection Process

All applications will be acknowledged. There is a nominal closing date for this role of Vice 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	28 January 2019
Closing date for applications	10 February 2019
Shortlisting and advising candidates of the next steps	11 February 2019 to 12 February 2019
Assessment day and selection interview	26 February 2019

To apply:

- Please complete an application form (including the equality and diversity questionnaire) 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 Vice 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 Vice 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 20 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.

If you have any queries or issues with the application form, please contact HR at hr@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 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% ↑
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	% EXS Combined				
	2018	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% ↑
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.

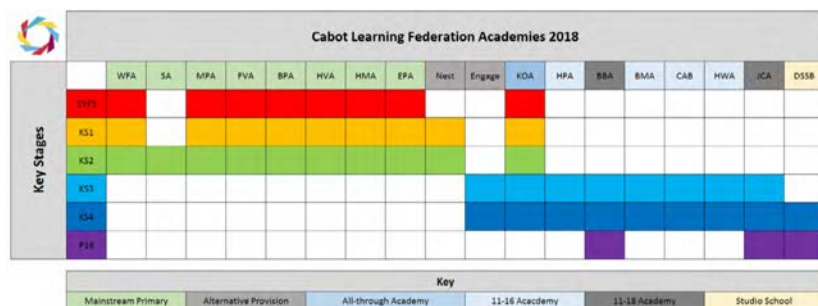
	APS	Cohort	Progress 8			Progress 8PP			Basics 9-4	Basics 9-5
			2018	2017	Diff	2018	2017	Diff		
CAB	24.7	114	0.26	0.13	0.13	0.20	0.14	0.05	54%	28%
HPA	26.2	75	0.20	0.16	0.04	0.02	-0.04	0.06	47%	27%
JCA	29.0	151	0.14	-0.35	0.49	0.06	-0.70	0.76	72%	49%
BBA	27.0	184	0.12	0.07	0.05	0.04	-0.03	0.07	52%	29%
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%

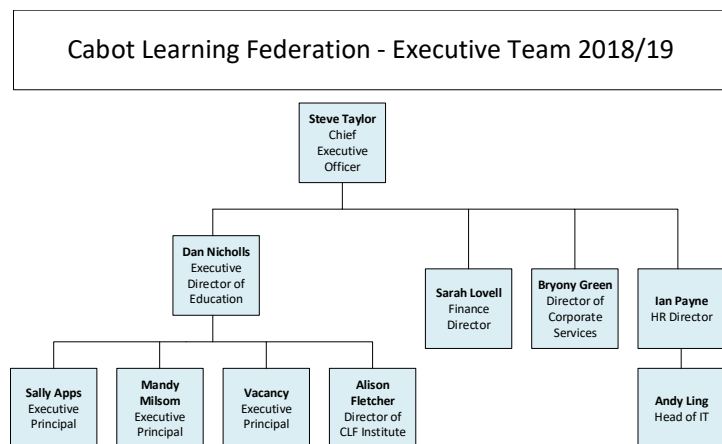
The CLF offers the following range of provision:



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.



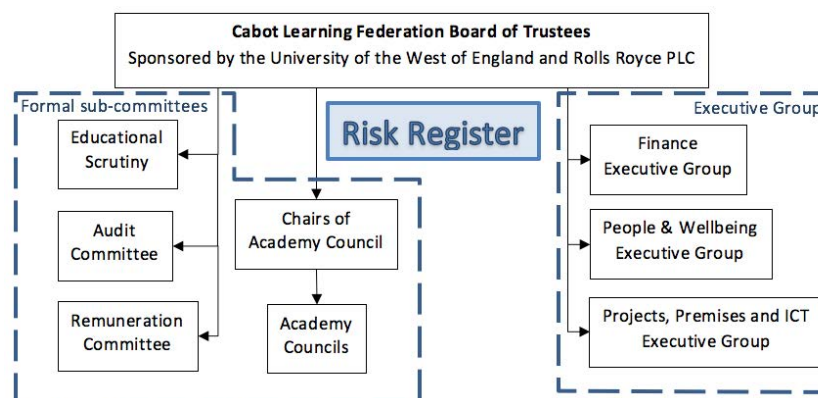
Executive Principals line manage the Principals of the Cabot Learning Federation

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.

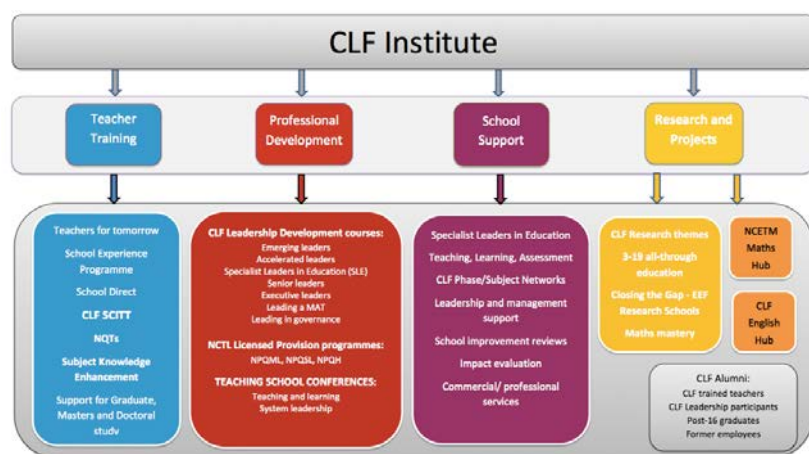
The Cabot Learning Federation (CLF) Governance Model



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

CLF Institute



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.

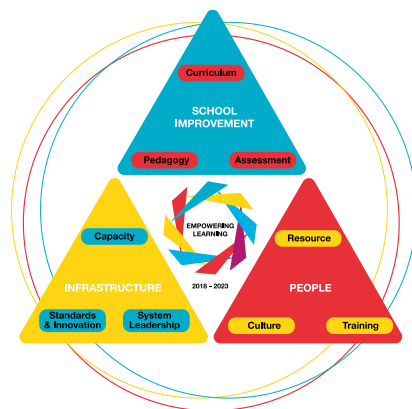
Vision

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 delivery 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

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