



PRINCE REGENT
STREET TRUST



At the heart of our school improvement strategy is a commitment to working in partnership with all our schools, and to support all schools in being self-improving, and to achieve a school-led system.



PRINCE REGENT STREET TRUST

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Trust Schools



Ofsted Feb 2014

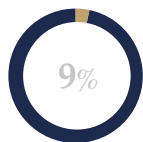
'Outstanding'

Number on roll

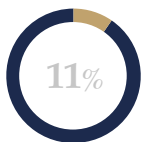
127

(including Nursery)

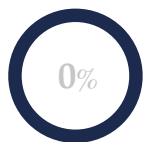
Pupil Premium



SEND



EAL



Ofsted March 2018

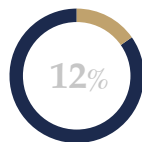
'Good'

Number on roll

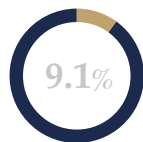
596

(including Nursery)

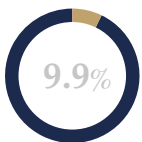
Pupil Premium



SEND



EAL



Ofsted July 2017

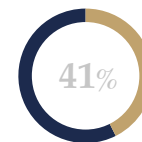
'Good'

Number on roll

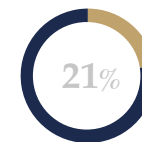
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(including Nursery)

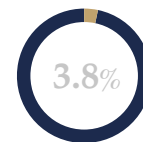
Pupil Premium



SEND



EAL



At the heart of our school improvement strategy is a commitment to working in partnership with all our schools, and to support all schools in being self-improving, and to achieve a school-led system in order to promote and secure:

- We have a proven track record of sustained school improvement
- Designated System Leader - St John Vianney, Hartlepool - Northern Teaching Hub
- At least good levels of achievement for all children with many children achieving outstanding outcomes
- High quality teaching and learning
- Cross Trust working parties
- Effective leadership and governance in all schools
- Access to high quality professional development for staff enabling sustained and continual improvement and developing a workforce in line with future succession planning needs and talent management policies
- Opportunities for the identification and dissemination of effective practice and engagement in research and development including teacher inquiry
- Safe schools with fair access
- Affordability and value for money

It is the aim that every school in the Prince Regent Street Trust is at least a good school and, if not already an outstanding school, aspiring to become one.



*Founded on the Principles of the Primary Curriculum,
the Prince Regent Street Trust is a
group of three local good/outstanding
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*The Prince Regent Street Trust is fundamentally
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Trust Principles

Founded on the Principles of the Primary Curriculum, the Prince Regent Street Trust is a group of three local good/outstanding primary schools with a common purpose.

The Prince Regent Street Trust is fundamentally one of sustainable school improvement. All three schools are good and outstanding, yet are very different in so many ways. We feel that having such a variety of different sizes and school make ups will enhance our capacity to support and develop other schools joining the Trust. We have a very successful primary ethos, which enables all children to maximise their potential. We strongly believe that every child has the right to the highest quality Education. Successful schools and their leaders hold the responsibility to work alongside other schools to support improvement. Leaders have a collective responsibility for improving the whole system for mutual benefit. The Prince Regent Street Trust is committed to highly effective working partnerships with school leaders, colleagues, parents and all other stakeholders.

When carrying out its school improvement role the Prince Regent Street Trust will:

- Hold in regard the schools' autonomy through valuing their self-evaluation and other evaluations
- Create, maintain and foster strong relationships between member schools and the Trust
- Promote a school led system as the principal driver for constructing sustainable school improvement, for sharing good practice and being held to account
- Further the equality of opportunity across the Trust as a whole. Aiming to eliminate discrimination through fostering good relationships
- Intervene at the earliest opportunity and commission bespoke support to prevent schools becoming a cause for concern
- Encourage a genuine sense of shared responsibility with children, parents and other stakeholder in relation to behaviour for learning and attendance
- Take into account the myriad of factors that impact on pupil progress and attainment across all phases
- Promote effective partnership and collaboration, to identify, share and develop outstanding practice
- Support schools in their provision for vulnerable learners within school setting and beyond

Roles and Responsibilities

Head teachers and Local Governing Bodies

- Head teachers are responsible for providing high quality leadership for their school and for working in line with the National Standards
- Each school also has a Local Governing Body (LGB) who have delegated responsibilities in relation to monitoring, holding the school to account regarding the standards and ongoing school improvement (delegated responsibilities are identified in the individual school's Scheme of Delegation).
- Each local governing body has its individual expertise in working within the different types and size of school which will be shared throughout the Trust.

Head teachers are responsible for providing high quality leadership for their school and for working in line with the National Standards.

The Prince Regent Street Trust Directors

The Prince Regent Street Trust has overall responsibility for:

- Holding the various Trust Leaders to account for ensuring all Prince Regent Street Trust schools improve to become at least good or achieving outstanding, in order to ensure that the very best is achieved for all children.
- Supporting and challenging head teachers and Local Governing Bodies in relation to their delegated roles and responsibilities.
- Holding the Trust to account in relation to its wider responsibilities, and in particular in relation to school and Trust compliance in relation to statutory and legislative requirements.

In order to achieve this Prince Regent Street Trust needs to know its' schools well, including individual strengths and priorities for development, and in response to this provide support and challenge, for individual schools, proportionate to the assessment of need.

In response to this, the Prince Regent Street Trust will play a key role in:

- Carrying out a regular review of data for all trust schools and ensuring swift action in relation to any areas of concern
- Overseeing the outcomes of recent Ofsted Inspections or interim assessments
- Working with individual schools to identify/ agree risks or priorities for development and monitoring the impact of the action taken
- Identifying and agreeing relevant support and intervention for individual schools requiring 'school-to-school support' and ensuring appropriate support and challenge in order to bring about rapid improvement
- Working with individual schools with short term challenges or in areas which put them at risk
- Agreeing and providing CPD and Leadership Development opportunities in line with national priorities or the collective priorities of Prince Regent Street Trust schools.

The CEO

The CEO has overall responsibility for:

- Ensuring all schools in the Prince Regent Street Trust improve year-on-year and that the overall targets for the Trust and individual Trust schools are achieved.
- The Performance Management of Head teachers and Senior Central Team Leaders, and in response to this has a key responsibility to ensure that the Trust has high quality leaders who are responsible for driving school improvement for individual schools and for the trust as a whole.

The CFOO

(Chief Finance & Operations Officer)

The CFOO has overall responsibility for:

- Ensure all Schools have a robust medium to long term budget strategy aligned with the Teaching & Learning and School improvement objectives
- Developing and implementing procedures and policies to ensure efficiencies and compliance across the Trust
- Supporting School staff with training and advice when required, ensuring at least monthly visits to Schools and termly group meetings to share best practise and develop existing systems
- Procure best value for supplies and services across all Schools, where possible centralising to one supplier to ensure efficient practices across Trust
- Support Executive and Senior Leadership with School improvement plans, staff growth and all other areas of School Business Management
- Engage with Trust Partners & Associates to establish strong network and procure supplies and service to align with Trust

Quality Assurance/School Improvement

As the Trust grows in size, the distinct roles of quality assurance and school improvement become increasingly separate. In order for the trustees to fulfil their responsibilities in these areas, they will have the following functions:

- Developing, implementing and driving the School Improvement Strategy for individual schools in the Trust, in line with individual needs.
- Quality assuring and monitoring the impact of school improvement in relation to all schools, including those receiving support from system leaders, and ensuring the on-going cycle of school improvement is effective.

Trust Leaders and Specialist Leaders of Education

- In line with the commitment of the Prince Regent Street Trust to a school-led-system, the Trust will work with relevant system leaders to provide individual support for schools.
- Opportunities for further SLEs will be available within the Trust.
- These leaders will work in line with the remit of the designated roles and will be responsible for agreeing priorities with the CEO, the external school improvement consultant and the relevant school and for reporting back the impact of their support.

The Trust will support SLEs to;

- work effectively within their own school and across all Trust schools
- successfully coach and facilitate skills to bring about sustainable improvements
- communicate and use interpersonal skills
- articulate what constitutes 'outstanding' in their field of expertise
- clearly understand how their specialism and skills can contribute to wider school improvement goals
- take an analytical approach to when identifying and prioritising needs
- set and establish new and innovative working practices
- support the growth of leadership capacity in others

External Partners

- The CEO is the main link with the RSC on behalf of the Prince Regent Street Trust
- The Education Funding Agency (EFA) is responsible for funding arrangements in relation to learners from 3 – 11. It is also responsible for monitoring academies and therefore is the named contact for the Local Authorities in relation to specific areas such as safeguarding concerns.
- The Local Authority role, in relation to school improvement, is mainly related to maintained schools. However the Local Authority can discuss concerns it has about particular schools with the RSC, or it may also choose to discuss these concerns with the Trust.
- In addition to this, Local Authorities maintain a central responsibility for SEN and Safeguarding in relation to all schools in the Local Authority Area.



All schools in the Prince Regent Street Trust will receive the 'core offer' from the Trust; this provision will then be bespoke depending on the need.



Prince Regent Street Trust Core Offer

All schools in the Prince Regent Street Trust will receive the 'core offer' from the Trust; this provision will then be bespoke depending on the need. The length of these visits will vary and will depend mainly on the category of the individual school and the ability of the school to demonstrate its effectiveness in being a 'self-improving school'. The aim is that all schools will receive the core offer, with additional support being targeted in line with the priorities they have identified/ requested. Evidence from each visit will be recorded in a Quality Assurance Visit pro-forma.

Monitoring the Impact of School Improvement

The effectiveness of this strategy will be monitored through:

- Progress in relation to targets – individual school targets and Prince Regent Street Trust targets
- Progress of individual schools in relation to Prince Regent Street Trust Categorisation and Ofsted Outcomes
- Individual School Self-Evaluations
- Evaluation of the Prince Regent Street Trust Strategic Development/ Partnership Plan
- Feedback from head teachers and other relevant leaders

Where a school is identified as 'causing a concern' either as a result of the category the school is placed in by Ofsted or as a result of concerns being identified / raised by the Trust, then the school and governors are required to take the relevant action in order to ensure that they work in partnership with the Trust to address the concerns, and that an appropriate level of progress is made.

If, however, it is felt that the required level of progress is not being made or there is a serious concern in relation to the way the school is managed or governed which is likely to prejudice standards or performance then relevant action/ intervention will be taken by the CEO/ Chair of the Trust Board.

Although the Prince Regent Street Trust hopes that this action will not be necessary, it has a responsibility to ensure all head teachers and governors understand the steps which will be followed by the Trust should there be concerns which they feel are not being addressed.

Communication and Reporting

The following information identifies the opportunities available to communicate with relevant groups.

Head Teacher Board Meetings (every 2 weeks)

- Chaired by the CEO
- Provides an opportunity for overview information to be provided, for aspects of good practice to be shared, collective priorities to be discussed, actions to be identified and progress towards actions noted
- Provides the opportunity for any updates in relation to Ofsted/ School Inspection Framework to be discussed, including clarity and moderation regarding judgements
- This is supported by a regular written update to all members detailing minutes of the last meeting, agenda for the next and further clarification
- Shares strengths and areas for development in relation to individual schools and the Trust
- Agrees the Partnership Priorities for future development

Quality Assurance Visits

- Regular meetings with external school improvement consultant, individual schools and annual Peer Partnership Reviews



The Prince Regent Street Trust are responsible for ensuring that individual schools are setting appropriate and challenging targets and therefore will have a responsibility for 'signing off' these targets on an annual basis.





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