



PRINCE REGENT
STREET TRUST

TWO TERM PARTNERSHIP OFFER

ADDITIONAL INFORMATION

"AN ALL PRIMARY TRUST, CREATING SOLID FOUNDATIONS FOR THE FUTURE"

EXCELLENCE - OPPORTUNITY - PARTNERSHIPS

At Prince Regent Street Trust, we recognise that every school serves a unique community. A focus on the **vision, values, strategy and culture** of your school will enable us to work in **partnership** with you to ensure a **bespoke aspirational, effective and sustainable** approach to school improvement. We recognise the unique qualities of each individual school and the importance of autonomy. At Prince Regent Street Trust our strategy focuses on the support for, and development of, all stakeholders; school improvement is after all, everyone's responsibility. Our bespoke offer for each school, focused on the core components of **effective leadership, teaching, learning and assessment**, has excellence at its heart and strives to ensure that pupils are exposed to a **unique educational journey** and that our leaders and staff are **effectively equipped** to provide this.

We invest in individuals, providing a range of quality continuing professional development and career-enhancing **opportunities**. We recognise that effective and strategic leadership at all levels is key to the success of any school and as such, have created a **bespoke programme of development opportunities** for governors, senior, middle and curriculum leaders; teaching and non-teaching staff. Unique opportunities result in success and sustainability for individuals and schools.

We firmly believe that **effective partnerships** between all members of the school community are vital for pupils' success. Forging strong, trusting relationships between our trust schools, our partner schools and collaboration with a wider community of schools both locally and nationally, ensures that experiences and expertise are shared and drive improvement. **Partnerships built on support and challenge** are key to raising standards and ensure the best possible education for pupils.

To reflect our vision and to promote our trust values, ethos and principles, we are delighted to offer you our **Partnership Offer**. Our offer consists of **six days of dedicated support** from our experienced central team. You can select from a wide range of **school improvement and finance & operational opportunities** to tailor a programme to fully meet the specific needs of your school (this also includes scope for preparation and or/report writing on request).

During the partnership we will schedule two review points with executive members of our central team. This is to ensure effective communication and monitor our impact.

The cost of our offer has been set at £2950. If this fee is beyond the school's current budgetary expectations, elements of the package can be amended or negotiated as appropriate.

As part of the **Partnership Offer** you will have access to the wide range of opportunities outlined on the following pages. Unless indicated, the support and development opportunities will be **half-day sessions**.

Partnership Offer

To create your bespoke, **six-day programme** you can select from the range of school improvement and finance & operational opportunities outlined below (**with up to 4 days devoted to school improvement and the remaining days devoted to finance & operational areas**). Unless indicated, the opportunities are half-day sessions (3 hours). There are also Headteacher Board Meetings and networking sessions for leaders and staff which are **outside of the six-day offer** and are available for all schools who purchase our offer **at no additional cost**.

PARTNERSHIP ESSENTIALS

Head Teacher Board Meetings (HTB): meetings every two weeks involving headteachers from PRST and our partner schools, focusing on local and national educational developments and providing opportunities to network and to share expertise.

NETWORK MEETINGS

Partnership working and effective collaboration are an integral part of staff development. To facilitate these, we are offering a selection of working parties and network meetings for leaders and staff. Members will actively contribute through participating in collaborative projects. Network leads will feed back to the Head Teacher Board.

Curriculum Working Parties (English, Maths and Science, and all foundation subjects, as well as RE and PSHE): the sessions will ensure that colleagues are supported in strengthening or adapting their curriculum through effective collaboration and the sharing of expertise. Attendees will leave informed and inspired and effective communication will be ongoing. (*half-termly meetings*).

- Curriculum Core Subject Working Parties
- Curriculum Foundation Subject Working Parties

Peer Networks (EYFS, SEND, Senior Leaders, Teaching Assistants & Office Teams): half-termly meetings for leaders from PRST and partner schools with a focus on key aspects of school improvement (*two-hour, half-termly meetings*).

- EYFS Peer Network
- SENDCo Peer Network with Trust Educational Psychologist
- SLT Peer Network
- Teaching Assistant Networks
- School Business Leader Meetings

Dates for all network meetings for the 2022-23 academic year will be shared in the summer term 2022.

PRST CONFERENCE 2022 – EXCELLENCE IN THE EVERYDAY:

We are delighted to inform you that Prince Regent Street Trust will be hosting our first conference in the autumn term 2022. The conference is focused on 'Excellence in the Everyday' and as part of your package, you will be allocated some free tickets. Details of the conference will be shared when finalised.

SCHOOL IMPROVEMENT OFFER:

Our services are designed to ensure the best value for money as well as a high-quality service. A range of opportunities are specifically designed for our trust and partner schools and are delivered by members of our central team. The following provides an overview of services and opportunities available to schools.



Julia Armstrong
Chief Executive Officer



Keith Morrison
Director of School Improvement



Louise Pollard
Trust Data Analyst

Please highlight or indicate the areas you would like to allocate time towards and the relevant members of PRST team will get in touch to arrange dates with you.

As part of our School Improvement offer, the following opportunities are available for all schools:

Partnership Improvement Reviews: an in-depth, team review of the overall effectiveness of your school with a focus on the quality of education, behaviour and attitudes, personal development and leadership and management. The team will consist of experienced colleagues including the trust CEO, Director of School Improvement and members of the central team, as well as experienced headteachers and senior leaders (where appropriate) (*2-day process*).

Peer Reviews: working in partnership with a local school, participate in termly peer reviews focused on evaluating aspects of the school's practice. Teams, made up of experienced colleagues from trust and currently seven partner schools, will evaluate key aspects of your provision (*full-day session*).

Self-evaluation form (SEF) support session: creating a document in which all stakeholders have ownership and which presents a positive, accurate view of your school, is key. We can provide a focused visit to support leaders with creating a SEF which is evaluative, impact-focused and truly representative of the school's current position (*half-day session*).

School improvement/development plan (SIP/SDP) support session: an opportunity to share, reflect on and discuss your current key school improvement priorities, including how you plan to address these (*half-day session*).

An evaluation of your SEF/SIP: an external review of the content of your SEF and SIP with guidance and recommendations provided.

As part of our School Improvement offer, the following opportunities are available for all schools:

'SEF in action' session: we can provide a 'SEF in action' session; an opportunity to spend a day/half day in school working in partnership with school leaders to evidence the content of the SEF. As a result, you can be confident that the content can be supported by evidence and that it is truly a document which reflects the day-to-day experiences of pupils at your school (*half-day or full-day session*).

Strategic Improvement Review (SIR): structure a session to evidence the progress your school has made against the school improvement plan priorities. Create a range of experiences (for example, monitoring opportunities including pupil and staff voice, lesson visits or book scrutiny and/or meetings with staff and leaders) which will reassure you that the action taken to address your identified priorities has proved effective (*half-day or full-day session*).

Meetings with curriculum leaders to enable them to 'tell their story': a full-day/half-day session consisting of meetings with individual curriculum leaders/teams which will provide an opportunity for them to 'tell the story' of their subject. A concise evaluation of consistent strengths and areas for improvement, as well as individual feedback will be provided.

Subject Evaluation Summaries: a full/half-day session offering an in-depth evaluation of a subject through a range of monitoring and evaluation opportunities. A concise evaluation of consistent strengths and areas for improvement, as well as verbal feedback to curriculum leaders and senior leaders, will be provided (*half-day session*).

Preparation for Curriculum Leadership (ECTs/less experienced leaders): training and support sessions for ECTs and less-experienced leaders in preparation for adopting/developing curriculum leadership roles (*2-hour training sessions or bespoke sessions for individuals/groups*).

Core Subject Assessment and Moderation sessions: reading, writing and mathematics moderation sessions for teachers in Years 1 to 6, focused on ensuring the accuracy of teacher assessment and that there is sufficient evidence to support judgements. Robust challenge and support will be provided by colleagues (*half day sessions each half-term*).

EYFS Moderation sessions: for Nursery and Reception colleagues to come together and reflect on the ELGs as well as providing an opportunity to share anecdotal and, if appropriate, physical evidence of children's progress and attainment (*half-day sessions each half-term*).

Early Years Evaluation: an opportunity to focus on the quality and effectiveness of your school's early years provision. The session will focus on the four guiding principles of the EYFS statutory framework in action, including the support for each unique child, the quality of the learning environment, the impact of the relationships established and the quality of the early years' curriculum. Aspects of safeguarding and welfare will also be evaluated (*half-day or full-day session*).

As part of our School Improvement offer, the following opportunities are available for all schools:

Data Challenge Review: School Headteacher or SLT to provide current internal data to the Trust Data Analyst, who will analyse, with CEO & DSI, and then provide feedback. A report is then created and shared with the Headteacher & SLT with several visual comparison tools to highlight key metrics, gaps or identified areas for development. Examples of analysis we could undertake are as follows:

- Gaps between vulnerable groups
- Differences between Tests and Teacher Assessments
- Statutory focus from prior attainment groups
- Target setting
- Core & Foundation subject progression focus – based to data provided

These options are not exhaustive of this service. If any additional areas are required please enquire and we will facilitate within our review.

Data / Assessment Lead, bespoke support: our Trust Data Analyst can provide enhanced support to governors, senior, middle and curriculum leaders; teaching and non-teaching staff in your school, review processes and systems and help streamline or create efficiencies in workload.

STAFF TRAINING OPPORTUNITIES (2-hour sessions)

Investment in leaders and staff is a key driver in ensuring success. We have developed a range of continuing professional development opportunities for staff aimed at securing their knowledge and understanding of current educational issues. These sessions can be brokered by schools, but will also be hosted centrally.

An Introduction to Curriculum Leadership:

- Understand the implications of the Ofsted framework for newly appointed/inexperienced curriculum leaders.
- Provide opportunities to reflect on, and articulate your impact as a curriculum leader.

Preparing for a 'Deep Dive':

- Explore what is meant by the 'quality of education'.
- Consider 'intent, implementation and impact' in depth.
- Explore Ofsted's 'deep dive' activities and reflect on the programme of monitoring and evaluation in your school.

What to Expect During Inspection:

- Strengthen knowledge of the Section 8 and Section 5 inspection experience.
- Reflect on how best to prepare for inspection

CPD OPPORTUNITIES FOR GOVERNORS (one-and-half-hour sessions)

We recognise the role of governors in ensuring leaders and staff receive appropriate support and challenge. To ensure governors are well equipped to provide this we have devised a set of professional development opportunities aimed at securing their knowledge and understanding of a range of current educational matters. These sessions can be brokered by schools, but will also be hosted centrally.

A Journey through the Curriculum?

- Understanding some of the key components of an effective curriculum;
- Further explore what is meant by intent, implementation and impact.
- Developing strategies for holding school leaders to account for the quality of education provided by their school.

The Ofsted Experience – What You Need to Know!

- A brief overview of the Ofsted Education Inspection Framework (EIF).
- Support governors in reflecting on their impact and considering the implications for their work.

Key School Documentation – The Role of the SEF and SIP:

- Explore key school documentation, and as a result, be able to articulate school strengths and areas for improvement.
- Consider the role of monitoring in facilitating school improvement.
- Encourage reflection and sharing of good practice.

The Revised Early Years Foundation Stage Statutory Framework: The Headlines:

- Strengthen understanding of the key changes to the new statutory framework for the early years foundation stage.
- Reflect on the implications of the changes for your school and for your role as a governor

Making Sense of Data and Assessment in the Primary School:

- Understand the place of assessment in primary schools and within effective teaching and learning.
- Understand how to use assessment information to challenge school leaders.
- Strengthen knowledge of statutory assessment expectations.

Q and A Sessions for Governors:

An opportunity for governors to meet with the central team and to ask any education-related questions; as a result, they will be able to provide additional support and challenge for school leaders **(1 hour session)**.

FINANCE AND OPERATIONS OFFER:

We recognise the pressure that managing the finance and operational areas can place on school staff and leaders. To alleviate this, we are delighted to provide, as part of our offer, a range of high-quality support services delivered by members of our central team. The following provides an overview of services and opportunities available to our schools.



Ryan Powner

Chief Finance & Operational Officer



Matthew Batchelor

Trust Estates Manager



Orla McKenna

Trust Compliance Officer

Please highlight or indicate the areas you would like to allocate time towards and the relevant members of PRST team will get in touch to arrange dates with you.

FINANCE & OPERATIONAL OPPORTUNITIES (please select up to three days from this section)

FINANCE

- Multi Year Budget analysis & cost savings (half day)
- Funding Review - efficiencies in all streams (half day)
- School resource Management review with KPIs (full day)
- Staff structure review / analysis (half day)

PROCUREMENT

- SLA & Contracts Review - identify potential efficiencies (half day)
- Basic Support and introductions to PRST Professional services (Ad hoc)
- SBM / Admin support & Guidance (Ad hoc)

PREMISES

- Statutory Compliance Review (full day)
- Health & Safety overview (half day)
- Conditions Survey Review (half day)
- Costed Capital & Conditions Survey (full day)

COMPLIANCE

- Website Compliance check (half day)
- Policy & Governance Compliance checks (half day)
- Data Protection & retention checks (half day)

As stated previously we recognise each school as an individual. If there are additional **opportunities** that you would like to broker from a member of our central team, then please do not hesitate to contact us. We look forward to forging a strong, trusting **partnership** with your school and its community to ensure educational **excellence** for all.

Myth Busting

We recognise that within the Academy sector there are numerous models and adaptations of how Multi Academy Trusts operate. Here at Prince Regent Street Trust we feel that we operate with the best intentions for each and every pupil in their own unique setting.

Below we have compiled a table of common 'myth busting' answers which are our key Do's & Don't's within our operational model.

WE DO ...	WE DON'T ...
<ul style="list-style-type: none"> ● Base all our decision making with 'Children at the Heart!' ● Give significant autonomy to our HTs ● Believe in schools keeping their own identity ● Provide a bespoke offer for each school with excellence at its heart. ● Invest in sustainability to ensure current and future success. ● Provide all members of the trust community with effective, career-enhancing, professional development opportunities. ● Actively encourage, promote and celebrate partnership working. ● Make trust decisions through the HT board ● Give termly updates to LGBs ● Have very high expectations for all ● Believe in a strong focus on teaching and learning ● Believe in strong collaboration. ● Believe in keeping strong partnerships (LA, other trusts) 	<ul style="list-style-type: none"> ● Promote a 'one size fits all approach'. ● Take any of your outturn ● Dictate your curriculum or staffing models ● Interfere with day to day running of your school ● Want to employ lots of central team (we plan to utilise HT experience, create lead practitioners and manage office support skills & capacity) ● Dictate services to schools, e.g. Trust support / contracts in place optional, if not best for your environment we fund your own choice! ● Insist on the same PD days or training content ● Dictate how you spend your budget



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