



PROSPECTUS & INDUCTION PACK December 2021

Policy adopted by Board of Directors:	Summer 2017
Reviewed: <i>Jeannette Mackinney</i>	January 2018
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KEY INFORMATION FOR NEW SCHOOL & PROSPECTIVE SCHOOLS JOINING HALES VALLEY MULTI ACADEMY TRUST

Contents

In this induction guide you will find a combination of information in hard copy along with directions on how to find additional website information.

1. Welcome
2. Trust Structure
3. Governance
4. Key Performance Indicators
5. School Improvement
6. Financial systems
7. Key Documents
8. Trust Expansion

1. **WELCOME TO HALES VALLEY MULTI ACADEMY TRUST: Success for all**

Our Trust aims for *all* schools in our partnership to be good or better. We want to ensure that no child, no teacher and no school gets left behind. We feel that as an academy trust we are able to work more creatively to best serve the needs of our children and our communities. We are able to use our staff in a more flexible and responsive manner – we share our expertise and grow our own teachers and leaders. We ensure that our staff have opportunities to grow within and across our Trust, ensuring that we retain our high levels of expertise and ensuring that our succession planning is secure.

The communities that we serve across the trust encompass stakeholders from both affluent and disadvantaged families, drawn from a wide variety of ethnicities and religious backgrounds. Our ethos is one of inclusivity, promoting an equality of opportunity for every child across the Trust.

We maximise the freedoms afforded to us by academisation through reinvesting any financial surplus to create additional benefits and opportunities for our children, developing leadership capacity and specific expertise, staff retention, new ideas for schemes of work, challenge to within-school variation, having a more systematic and cost-effective sharing of professional development, sharing of resources to improve financial efficiencies and creating strength through alliance.

Teaching and Learning

Our approach to teaching and learning is to apply a consistency of pedagogy across the trust which ensures that all pupils achieve, feel secure enough to take risks and make mistakes, have high aspirations for learning and for the next phase of their education, have high self-expectations, promote independence, resilience, respect, tolerance, an open-minded world view, are happy and confident, develop independent and collaborative learning skills, have pride in our Trust and community and know how they can successfully contribute to this.

Approach to improving schools in categories

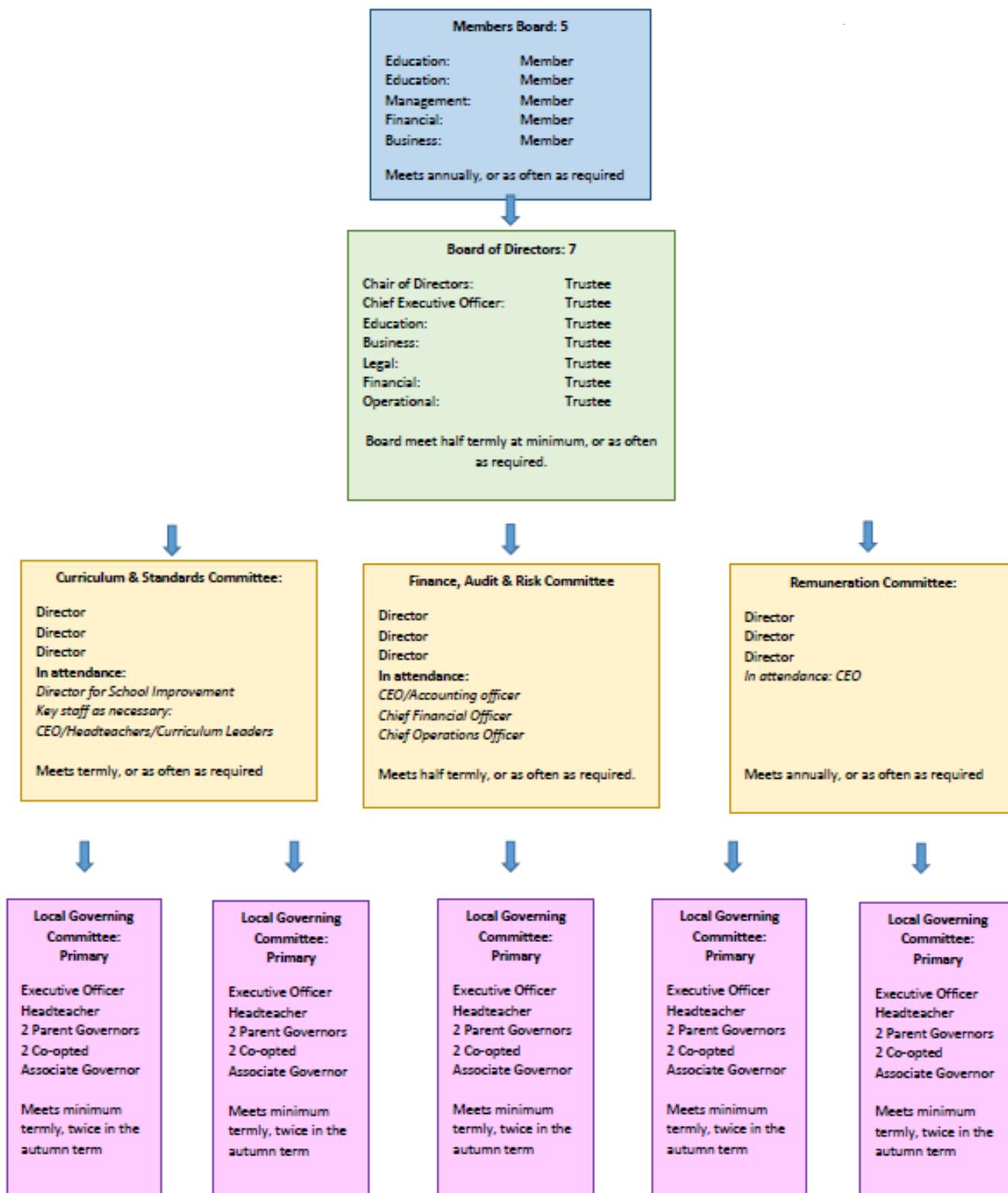
A school that is in a category of special measures or requires improvement can expect the following support:

- As a priority an audit of leadership and management and an audit of teaching, learning and assessment will be carried out to identify needs and specific support that will be rapidly put into place via a school improvement action plan. This plan will be evaluated every half term by the Chief Executive Officer (CEO) and Director for School Improvement (DSI) and amendments and further support and challenge put into place as necessary.
- If necessary staff from across the Trust will be put into place to add leadership capacity
- The school will benefit from weekly support from the CEO and Director for School Improvement

Throughout the year all schools will also benefit from:

- CEO, DSI, SLE and SLT support from the Teaching Hub and from across the Trust ○ Access to a full programme of CPD support for teachers, teaching assistants and admin teams
- Financial planning and budgeting support via the CEO and Finance Director
- Buildings and site development and improvement via the Operations Director
- HR support
- Access to the NQT induction programme and the RQT (recently qualified teachers) CPD programme
- Access to moderations programmes: EYFS, Y2 and Y6
- A suite of Trust central policies
- Safeguarding and compliance audits/ongoing support with any identified actions
- Health & Safety review
- Peer to peer reviews
- Curriculum reviews
- Consistent appraisal

Governance Structure



Current schools currently in the Hales Valley Trust:

- Lutley Primary School Halesowen
- Lapal Primary School Halesowen
- Woodside Primary School Central Dudley
- Hurst Hill Primary Coseley
- Priory Primary School Central Dudley

Key Personnel

Chairs of Directors: Mark Simpson

Mark is currently the Transport and Management Systems Manager for MMX Communications Services Ltd. Mark has extensive experience in staff, logistics and resources management. Mark is a company director and as such has had many years experience of successfully running a medium sized organisation.

Chief Executive Officer: Jeannette Mackinney

Jeannette has worked in Dudley for 30 years from an NQT through to being an Executive Headteacher and now CEO of Hales Valley Trust. Through Hales Valley Teaching School, and in her role as National Leader of Education, Jeannette supported many schools to help develop leadership and raise standards. The impact of this work can be clearly seen as the many schools that she and the teaching school supported moved from Ofsted categories.

Jeannette's leadership has been judged as outstanding in the three inspections she has had in the role of Headteacher. Jeannette is also a current Ofsted Inspector.

Director for School Improvement: Rebecca Cox

Rebecca has been a Headteacher within the Trust since its creation in 2017. She has been the Director of Hales Valley Teaching School and currently leads the Hales Valley Teaching Hub, providing support and training for schools across the West Midlands.

Central Team:

Chief Operations Officer: Racheal Jones

Racheal has worked for the Trust since its creation in 2017. She is very experienced in running efficient operations, including site management, health & safety and HR.

Chief Finance Officers: Vicky Glazzard & Carly Beale

Vicky is a qualified accountant and has over 25 years of accountancy experience in both public and private sector. She trained in private sector and built her experience in varied roles. Over the last 12 years Vicky has worked in public sector. Most of this time she spent in Children's Services providing schools with the financial information they need to enable them to run efficiency and effectively.

Vicky was a non-executive director for Windsor Multi Academy Trust (MAT) which enabled her to see the requirements of a MAT from both angles. She has also completed a secondment at HM Treasury working in the Whole of Government Accounts which consolidates the audited accounts of public sector bodies.

Carly is professionally qualified with over 13 years experience of providing accountancy support to both the private and public sector. She has worked in a number of varied roles which include advising schools and childcare providers on efficient spending and value for money.

Carly has supported schools in the conversion to academy status, ensuring a seamless transition from Local Authority control. Her technical ability along with her outstanding personal qualities enables her to support her clients in achieving their goals.

Accounting Officer: Jeannette Mackinney

Chief Finance Officer: Vicky Glazzard

Headteacher Lutley: Kate Hall

Headteacher Lapal: Joanna Turner

Headteacher Woodside: Sally Bloomer

Headteacher Hurst Hill: Rebecca Keen

Headteacher Priory: Kelvin Daley

3. GOVERNANCE

As a charity and company limited by guarantee, the Trust is governed by a board of trustees (the Board) who have overall responsibility and ultimate decision-making authority for all the work of the Trust, including the establishing and running of the academies maintained by the Trust (the Academies and each an Academy).

In order to support the effective operation of the Trust and the Academies, the Board has established a number of committees to which it has delegated certain of its powers and functions. These terms of reference (Terms of Reference) set out the constitution, membership and proceedings of the committees the Board has established.

In summary, the Board has established two different types of committee:

- Main Board committees which are established to deal with Trust-wide matters: Finance, Audit and Risk, Curriculum & Standards and Remuneration
- Local governing committee (LGCs) and education advisory groups (EAGs) which are established by the Board to support the effective operation of the Academies

Board meetings are held in term time only and are held during the evening every half term. Committee meetings, including LGC/EAGs, are also held termly, during the school day.

The Terms of Reference for each committee contain details of the functional responsibilities delegated to them by the Full Governing Body and can be found within the *Trust Governance Arrangements* and *Scheme of Delegation*. These documents are published on the Trust website.

The desired outcomes for each committee are to:

- Enable the governors to deliver their responsibilities in the most efficient, effective and innovative way possible
- Ensure there is a good level of information and knowledge sharing between governors
- Create a committed and inclusive team
- Allow us collectively to understand what each governor is doing to help facilitate the delivery of our vision.

4. KEY PERFORMANCE INDICATORS

Our vision: Success for All

Our mission: Working together to improve outcomes for all our pupils.

Our culture is driven by our shared values and our 3 core principles:

- ✓ **Respectful**
- ✓ **Resourceful**
- ✓ **Resilient**

Respectful

We are honest and kind to ourselves and to each other

We listen to and consider each other's points of view

We look after our environment

Resourceful

We think of new ways of solving problems

We work well with others

We aim to be the best we can

Resilient

We always try our best

We embrace new challenges and opportunities

We have a positive attitude

The trust has a 3-year strategic plan in place that is reviewed termly against key performance indicators. This plan covers all aspects of the work of the trust and is firmly focused on school improvement, trust improvement and growth.

We have key performance indicators for academic outcomes that are specific to each academic year and to each school, based on outcomes for the previous year and our journey towards achieving our aims.

5. SCHOOL IMPROVEMENT

The Trust will work together to ensure that all our schools are good or better.

A school that is in special measures or requires improvement can expect the following support:

- As a priority an audit of leadership and management and an audit of teaching, learning and assessment will be carried out to identify needs and specific support that will be rapidly put into place via a school improvement action plan. This plan will be evaluated every half term by the EAG and amendments and further support and challenge put into place as necessary.
- If necessary staff from across the Trust will be put into place to add leadership capacity
- The school will then benefit from weekly support from the CEO as the school improvement adviser and weekly support from the Chair of Directors as the lead for the Education Advisory Group
- Throughout the year schools will benefit from:
 - CEO, DSI, SLE and SLT support from the Teaching Hub and from across the Trust
 - Access to a full programme of CPD support for teachers, teaching assistants and admin teams
 - Financial planning and budgeting support via the CEO and Chief Finance Officers
 - Buildings and site development and improvement via the Chief Operations Officers
 - HR and legal support
 - Access to the ECT induction programme
 - Access to moderations programmes: EYFS, Y2 and Y6
 - A suite of trust central policies
 - Safeguarding and compliance audits/ongoing support with any identified actions
 - Health & Safety review
 - Peer to peer reviews and curriculum premium reviews
 - Consistent appraisal

The Trust sets out a calendar for training and school improvement each academic year:

- All receive a SIP visit from the CEO and DSI every half term, with an agreed agenda. Outcomes of these visits will be shared with the Board of Directors.
- Appraisal policy and procedures are consistent and all schools use the FILIO system to record appraisal objectives for teachers and support staff.
- Lead staff in each school are expected to work with staff in the other schools to develop consistent policy and procedures across the trust - e.g. SEND policy, Child Protection, Assessment, Attendance
- Key staff meetings and INSET days are identified for trust collaboration and development.
- Common areas for training and development are identified for the academic year.
- There is an ECT programme in place for all new teachers across the trust, led by senior leaders from across the Trust and supported by key staff from all schools.

- There is a moderation programme in place for key year groups across the MAT, led by the Director for School Improvement (DSI) and supported by SLT and key staff from all schools. These take place every term for EYFS, KS1 and KS2 and Y1, Y3, Y4 and Y5.
- There is a common policy and procedure for assessment across the MAT. The system that we use is SCHOLAR. Assessment information is collected every half term and progress evaluated and shared.
- Each Headteacher participates in annual peer to peer reviews with their Headteacher colleagues.
- There is an annual safeguarding audit, website/policy compliance review and governance review carried out by the central team.
- There is an annual Health & Safety audit carried out by the trust's external provider, with termly reviews

6. FINANCE

- We use HOGE as our main financial operating system and we bank with Lloyd's Bank.
- The Accounting Officer is the CEO and the Chief Finance Officer is Vicky Glazzard.
- Each school manages its own day-to-day financial transactions and budget, reporting to the Trust.
- Each school has regular budget monitoring meetings with the Chief Finance Officer and buildings meetings with the Chief Operations Officer.
- The annual budget runs from September to August.
- The CEO and Chief Finance Officer sets the budget in partnership with the Headteacher. This is presented to the Board of Directors for approval.
- Each school pays a percentage into the central trust budget as follows:

• Good/outstanding schools	5%
• Requires improvement/special measures schools	7%
- This is to pay for central services already identified.
- This will be reviewed annually.

7. KEY DOCUMENTS

It is important that you make yourself familiar with the following documents to provide you with some helpful background information for the Trust:

Key trust documents and policies:

- Trust Governance Arrangements document
- Governance scheme of delegation and terms of reference
- Financial Procedures
- Academies Handbook
- Articles of Association
- Minutes of Board meetings and committee meetings
- Policies:
 - Child protection & Safeguarding
 - SEND
 - Admissions
 - Complaints

9. TRUST EXPANSION

Who can apply to join our Trust?

- Any primary school that shares our vision
- Any primary school that wants to have greater autonomy whilst also benefitting from membership of a strong and secure group of academies who support each other for the common good of their children
- Any primary school that wants to be part of a family of schools whereby actively shared best practice and continuing professional development helps all of our staff, pupils and governors to flourish

Trust Partnership programme

Hale Valley Trust has embraced the DfE's Trust Partnership programme and we use this as a way of engaging with schools on a 'try before you buy' basis. This partnership is a procedure that allows the trust and the school to benefit from working together on a shared, school improvement agenda. The partnership lasts between 12 and 18 months. During this time formal academisation will be discussed and it would be hoped that this would be the outcome at the end of the partnership.

Trustees will give preference to applications from primary schools:

- With more than 400 pupils on roll
- That do not have significant structural deficits
- Whose estates and buildings do not present significant financial risk
- No more than 30 minutes drive from an existing Hales Valley Academy

However, the Board of Directors will consider applications from schools that do not meet one or more of the above criteria if there are mitigating factors.

Directors may also consider applications from multiple schools, where one or a minority do not meet all of the criteria above, where there could be the beginning of a new Hales Valley cluster.

Academy recruitment / joining criteria

- Sponsored academies will be accepted on the recommendation/approval of the RSC and after due diligence by the Trust Board of Directors which will make its recommendation to the Board.
- No more than one secondary or two primary schools will normally be sponsored in any single academic year. More can be considered by exception.
- All academies will need to have the formal approval of the RSC before they can join the Trust.
- The Board will approve all new academies.
- All schools/academies will need to prove that they are financially viable or that the leadership/structural model adopted on entry is financially viable
- All converter academies/existing single trust academies (i.e. those deemed good or better by Ofsted) will be required to demonstrate what and how they will be able to contribute to the growth and development of the Trust.
- The Trust will need to be satisfied that all academies will fully engage with, and be fully committed to its vision, values, goals and tight principles and practice.

DO YOU KNOW A SCHOOL WHO MAY BE INTERESTED IN BECOMING PART OF HALES VALLEY TRUST?

For more information about joining our family of schools, feel free to get touch with us on:

01384 816778

Or email us at:

info@halesvalleytrust.org.uk