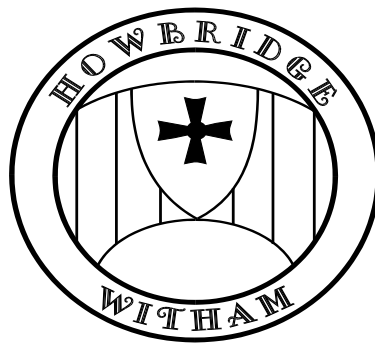




The Diocese of Chelmsford Vine Schools Trust Academy Improvement Policy



**“I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit”
(John 15:5)**

The Diocese of Chelmsford Vine Schools Trust	
Approved by:	The Diocese of Chelmsford Vine Schools Trust
Signature:	
Date:	

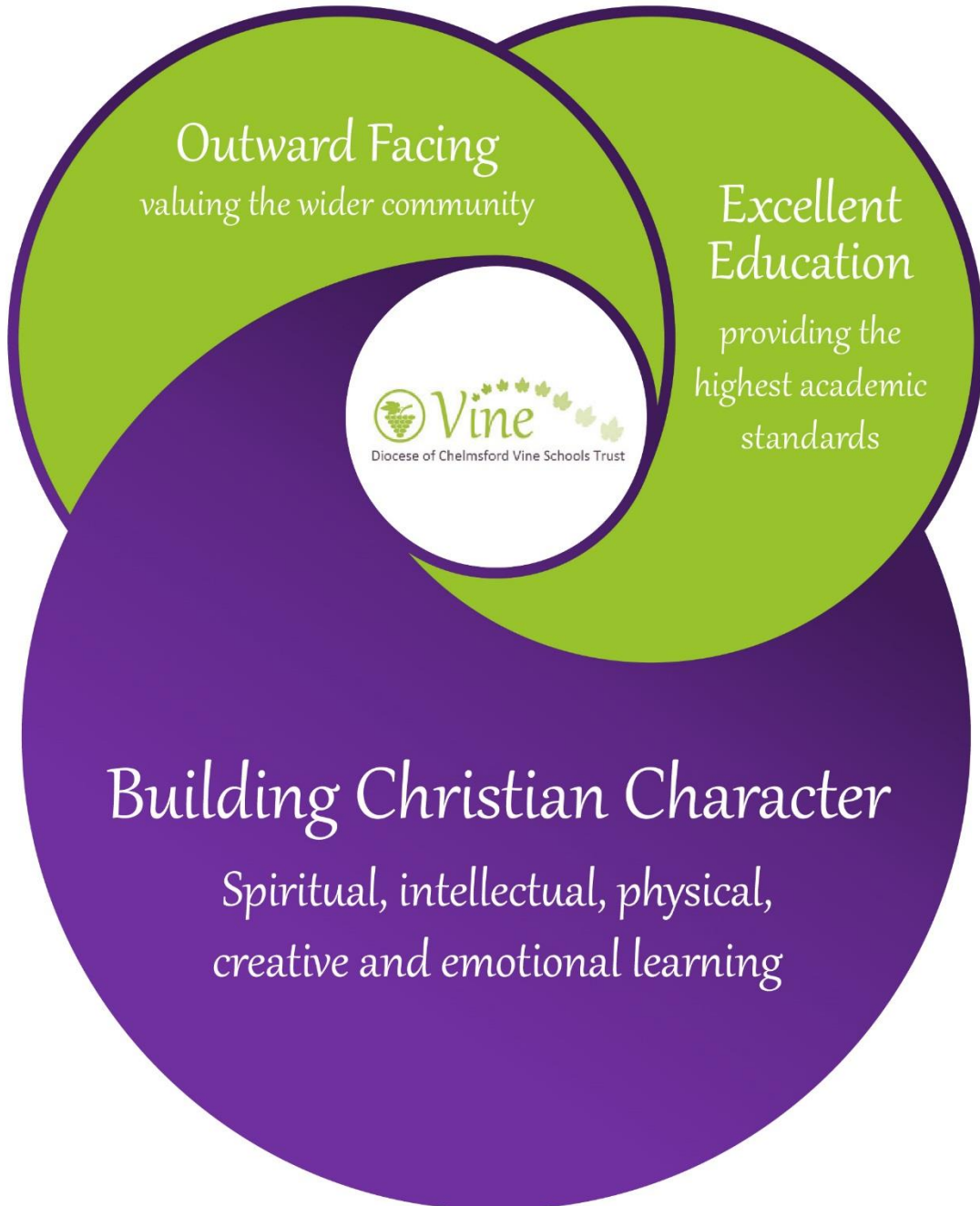
HOWBRIDGE C OF E JUNIOR SCHOOL	
Approved by:	Local Governing Body/Local Board
Signed (Chair of Local Governing Body/Local Board)	
Date:	

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- 2019 Changes**
- 6.3 amended

- 6.4 amended
- 6.14 added
- Page 10 Vine approach to school improvement updated
- 10.1 amended
- Appendix B updated
- Appendix C updated
- Appendix D updated
- Appendix E updated
- Appendix F updated

Our Vision and Values



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1. Introduction

This document sets out the Diocese of Chelmsford Vine Schools Trusts approach to school improvement. The policy sets out the timetable for meetings, the agenda and person responsible. Progress towards improving outcomes for students / pupils will be measured against our quality standards.

2. Quality Standards

2.1 Christian character and values

- Vine academy's, with a historic Christian character, policies and practice will develop Christian character and reflect the Christian principles and values of the school community. The rights and responsibilities of each person, both as an individual and as a member of the community, will support a policy which reflects Christian character and values. Staff will provide excellent role models in encouraging pupils to volunteer their time, talents and energy for the benefit of others in their immediate, local and wider communities.

2.2 High Quality Learning

- Every student / pupil has the right to high-quality learning. This will be the product of high-quality teaching (which is consistently good or outstanding in Ofsted terms), underpinned by effective assessment and a rich, engaging and relevant curriculum. Learning experiences will be varied to match the needs of learners, require and support high standards across all key skills and focus on the full breadth of the agreed curriculum.
- The Vine will work to improve the life chances of every pupil in its constituent academies within a Christian context. By playing a direct role in enabling the academies to maximise the rate of learning and results in national tests, the Vine Trust will both support and challenge its schools to help assure high academic outcomes.

2.3 All learners make at least expected progress

- Students / pupils from all previous attainment levels have the opportunity to achieve at least expected progress both academically and holistically because their learning needs are recognised, accommodated and met. Where a student / pupil's prior attainment is below the expected age related attainment they receive high quality teaching that enables them to catch up. Learning and teaching incorporate regular opportunities for the review and refinement of strategies and methods. Progress is checked and challenged regularly, and appropriate action is taken when it is not good enough.

2.4 High quality leaders

- The key to success across the Vine Trust is the quality of its staff. The directors will support headteachers to assure the expertise available to them. By demonstrating and facilitating high expectations the Vine Trust will encourage outstanding practitioners and its good reputation will attract new ones as it grows.
- Headteachers are committed to the Vine Vision and Values and the values of their Academy. They provide excellent leadership through clear articulation of the vision in appropriate ways to all stakeholders. Data is used to keep track of progress and inform decisions; clear planning is in place; and excellent people management is supported by an effective implementation of performance management and staff development policies.

2.5 Excellent Local Governance

- Excellent governance is reflected in the aims, vision and planning of the Academy to ensure that everyone has the opportunity to achieve excellence. Governance arrangements embody a desire for continuous improvement. Local Governors will

provide effective and relevant challenge and support, underpinned by a proactive approach to their own continuous development, training and knowledge.

2.6 Spiritual, moral and social development of the highest order

- Excellent spiritual, moral, social and cultural development is essential to the ethos of every one of our academies. When threaded through the whole school community and the curriculum, it supports and affirms the development of young people so that they are prepared for the opportunities, responsibilities and experiences of life.

2.7 Cultural Development

- All children have access to a rich variety of cultural experiences, including visits and visitors that bring students into contact with art, music, performance, a wide range of religious and cultural practices and opportunities to create, engage and reflect. Students / pupils will have access to musical tuition and the opportunity, each year, to experience observing and engaging with high-quality theatre and concert performances.

2.8 Restorative approach to behaviour

- The approach to behaviour in the academy is based on the best restorative practices. Adults will model the behaviours expected in the academy and the behaviour policy must reflect that approach. The academy will take an inclusive approach and will expect behaviour that enables the individual and the group to maximize their progress.

2.9 Commitment to professional development

- A commitment to lifelong learning and a yearning to achieve our best is central to the culture of our academies. There is an expectation that all staff will make the most of development opportunities, including those provided through The Vine Trust to improve and develop their own practice as well as supporting and challenging others to do the same.

2.10 Sustainability and effective resource management

- Academies will demonstrate respect through the efficient and effective use of resources. The academies finances are well managed in a sustainable way. Students / pupils are taught about their interrelationship with their environment and expected to behave in a way that enhances their ability to understand this.
- The Vine Trust is explicit in its intention to achieve best value in terms of spending public money in order to deliver the highest pupil outcomes. Tight internal controls, honest appraisal of risks and robust risk mitigation measures are central to the director's responsibilities.

2.11 Engage parents in their children's learning

- Parents are made welcome by the academy and understand the communications system the academy uses. Reports and parent information sessions are clear and well-received by parents. Parents understand the opportunities available to them and for their children. Homework is clear and appropriate and parents are encouraged to contribute and be involved in the learning opportunities of their children.

2.12 Health and safety

- The academy will operate to the highest standards of care for all. High standards of behaviour, and systems and procedures for ensuring the safety and well-being of children, will underpin the operation of the academy.

3. Rationale

- 3.1 We believe that everyone, from pupil to director, can improve and get better. Therefore we have a responsibility to provide every opportunity and the very best learning chances. We have a collective responsibility to improve our own skills and the skills of others.
- 3.2 All students / pupils deserve the best education. They only get one chance at each stage of their education and we have a responsibility to make it the best chance that it can be.
- 3.3 We have a responsibility towards our staff to give them job satisfaction, help them develop and be better at teaching / supporting our children.
- 3.4 The primary responsibility of every headteacher is to the learning and progress of their students / pupils. They should focus the majority of their working day on this. Therefore, the Vine has a responsibility to support headteachers in is in every way they can.

4. Academy Improvement Strategy

Improvement is brought about through the interplay of four key areas of school life.

These will form the basis of our improvement model.

4.1 Commitment, Christian ethos and character

- 4.1.1 Improvement only happens when the headteacher is committed to the improvement and articulates this to all stakeholders.
- 4.1.2 Unless the entire academy community, and especially the senior leaders, acknowledges the need to bring about improvement, then change is unlikely. Well-led academies create the desire amongst all their leaders to bring about improvement. This desire is driven by a culture of high expectation and aspiration within the staff that creates strong expectations amongst parents and their children.
- 4.1.3 We believe that a strong Christian ethos creates the kind of drive and support that is likely to underpin a desire for improvement.
- 4.1.4 The Vine Trust is, therefore, committed to developing and supporting every staff member in its academies to create this atmosphere of aspiration and high expectation. Such an ethos has to permeate all levels of the organisation and is a hallmark of the Trust's directors. This will drive the Vine Trust's interactions with its schools and will underpin the support for improvement that we commission, as well as being at the heart of each Academy's self-evaluation.

4.2 High quality leadership at all levels

- 4.2.1 Sustainable improvement depends upon high-quality, well-supported academy leadership.
- 4.2.2 The quality of the Headteacher is one of the most important factors in the likelihood of the academy becoming and remaining an excellent academy. Inspirational leaders are able to communicate the vision, create an outstanding learning environment and act with courage and conviction. They develop a commitment to learning across the whole academy community and engage parents and carers in the children's learning.
- 4.2.3 Really good academies are identifiable by a corporate responsibility for sustained improvement. Teachers are leaders in their classrooms. Subject or phase leaders are leaders of their areas of responsibility. We want to see schools committed to developing future leaders.
- 4.2.4 Above all, the quality of leadership provided by local governance and by the Vine Trust itself will create the right environment for excellent leadership at all levels.

4.3 Excellent governance and community engagement

- 4.3.1 The key interface between academy and community is the Local Board/Local Governing Body. We will seek out the right mix of expertise and local community representation in the local governors we appoint. They will be well supported in carrying out their crucial roles, especially in holding the school to account for providing the very best for every student / pupil.
- 4.3.2 Improvement is heavily dependent on the extent to which the community supports the academy.
- 4.3.3 An academy focused on improvement and on providing the very best for its students, ensures that the wider community knows what it is doing; uses the expertise in the community to enhance student learning; and finds ways of helping students to appreciate and contribute to their community.
- 4.3.4 Parents need to know how their children are doing, have the opportunity to contribute to the academy and understand how they can best help their children improve the standard of their work.
- 4.3.5 Parents also need to show that they understand and buy into the academies values and ethos and the policies and practice that underpin them.

4.4 Engaging the learner

- 4.4.1 Engagement of the learner is central to improvement. This means real expertise from teachers and support staff alike, and excellence in teaching. To achieve this, all staff are expected to access top-quality professional development, to be up-to-date and constantly sharing their expertise. Students / pupils need excellent teaching to help them feel fully engaged; they also need time to develop, space to experiment and the resources and tools to enable them to progress. For those pupils with cognitive, communication, sensory, physical and social & emotional difficulties the school will identify their specific barriers to learning and relentlessly develop effective strategies to remove them.
- 4.4.2 Learners need a curriculum that is rich in experiences, broad in its opportunities and in-depth enough to help them master their learning. Engagement does not just come from the easily measured subjects, important though they are. We want students / pupils to acquire all the necessary skills to access all parts of the curriculum. In our academies we want the learners to have high quality experiences that enhance their spiritual, moral and social education. We want to see rich artistic, musical and other cultural experiences and quality time given to enhancing learning about health and physical well-being. But such engagement will not come about unless children have ease of access to the basic tools of literacy and numeracy.
- 4.3.6 This engagement in learning will prepare learners well for the next phases of their education. Even the very youngest children need to be prepared for the world they inhabit; and particular attention will therefore be given to understanding themselves as individuals, their place in the world and their responsibilities for their environment.

Academy Leadership Board (ALB)	Executive Principal (ExP)	Executive Leaders (EL)	Professional Development
<p>Headteachers in each locality meet with the EL (CEO/ExP) termly. These meetings identify areas for collective and individual academy improvement, provide opportunities for workshop development, hold HTs to account, set targets and track progress, measure performance against the Vine quality standards and identify opportunities for joint working / academy to academy support.</p>	<p>The ExP line manages the ELs. They improve the performance of senior leaders through coaching for improvement and personal growth. The ExP monitors the academic performance of academies, works with HTs to ensure improvement plans are fit for purpose and facilitates joint working / academy to academy support, reporting to the CEO and VTB.</p>	<p>Every Academy has regular visits from their EL. These are tailored to the individual academy with a 'good' academy receiving termly and an inadequate academy monthly visits. Development areas are identified by the CEO, ExP and HT at the Academy Review Meetings. Reports are received by the ExP, HT local governors and VTB through the CEO. The EL line manages the HT under the supervision of the ExP and CEO.</p>	<p>Every Vine Academy has access to 'What If' training to develop Christian Character. The Vine has a policy of developing its own teachers and leaders and therefore provides matched funding for nationally recognised development courses including - Church School Leadership, NPQH, NPQSL, NPQML, OTP, ITP and School Business Management Diploma.</p>



Approach to Academy Improvement

Moderation	Performance Management	External Review	Academy Review Meetings (ARM)
<p>Academy staff in each locality meet every term to moderate judgements every term from all year groups. Where Vine academies do not have other local Vine academies this is facilitated with other local schools.</p>	<p>The VTB retains the responsibility for the performance management of the HT of each academy. This is conducted with support from local governance. The HT performance management is carried out in July with objectives set from September. This allows the VTB to focus on key groups for improvement and the HT to use their performance management when setting targets for the academy staff.</p>	<p>The VTB has a policy of every Vine academy receiving an independent external review of their performance on an annual basis. This is carried out using a range of appropriately qualified external consultants who have not visited the academy before. This report is used by the VTB, CEO, ExP, EL, HT and local governors to measure the progress so far and plan for future improvement.</p>	<p>ARM take place in every academy every term. These are led by the EL, with the HT, local governor and senior leaders. The ARM provides a platform for measuring progress against the identified objectives in the academy priority plan and celebrating success.</p>

5. Commitment to each Academy

We will:

- 5.1 Support each academy, with a historic Christian character, in the development of its Christian character and ethos with advice and training drawn from the Diocese of Chelmsford Education Team. A key source of support will be the frameworks drawn up by the National Society, against which all Church of England schools are inspected.
- 5.2 In addition to the Vine Central Team the following is funded through the holdback and provided to academies: PS Financials (Accounting/Purchasing software) , Orovia (Budgeting software), Governor Services, Governor Training, Audit Services, Responsible Officer visits and reports, Teacher's pension audit, EFA returns, Licenses and support services for finance, Diocese Service Level Agreement, Executive Leader monitoring and support, insurance, finance training and support (pre and post conversion), EduCare (online training package), Every (Business Management Software – H&S, compliance and risk management), marketing support.
- 5.3 Establish effective local governance capable of holding the school to account and knowing how to bring about improvement.
- 5.4 Design, develop and deploy an effective organisational framework with appropriate financial and administrative infrastructure that will be scalable to facilitate growth of the trust. Centralised and consolidated reporting functionality will be a key priority in the development programme.
- 5.5 Carry out a detailed audit in each Academy of needs and community resources to help the academy access the support it needs from a broad range of expertise.
- 5.6 Provide access to expert financial support.
- 5.7 Support the recruitment, development and retention of staff.
- 5.8 Play an active role in the running of the academy through involvement in its local governance, challenging the local board/local governing body and school leaders, and ensuring that stake-holders are effectively involved.
- 5.9 Ensure the transparent and effective use of public funds and ensure that each academy uses the resources available to the very best effect. We acknowledge our key responsibilities for the efficient use of public funds.

6. Roles and Responsibilities

6.1 Headteacher / Executive Headteacher

The Headteacher is accountable for the education of the students / pupils in their academy. In addition they have a responsibility towards the students / pupils in neighbouring schools and all Vine academies. Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the classroom. Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with those responsible for governance, are guardians of the nation's schools.

6.2 Lead Headteacher

The Lead Headteacher is responsible for coordinating and leading a local hub (group) of academies. They coordinate and ensure a consistency of approach within a Local Hub. The Lead Headteacher is the first among equals.

6.3 Executive Leader (EL)

The EL is the line manager for the HT under the supervision of the ExP and CEO. They will provide support and challenge to the headteacher. They will aid in the identification of improvements and support the academy senior leadership team in delivering the improvements. This will be through providing guidance, support, carrying out direct work and in suggesting other sources of support and expertise.

6.4 Executive Principle (ExP)

The ExP will line manage all of the ELs. They will be responsible for ensuring that all academies have the support they need to make the necessary improvements. They will broker this support and provide support themselves. The ExP will be responsible for providing progress reports to the board.

The ExP will conduct monitoring visits in all our academies, incorporating monitoring, support and development work for the school leaders as well as feeding back into the Academy Leadership Boards, incorporating senior leaders and local governors.

6.5 Chair Local Board/Local Governing Body (LB/LGB)

The Chair of the LB/LGB has the primary responsibility amongst the local board/local governing body for the provision of support and challenge to the headteacher. They are responsible for ensuring implementation of and compliance with, all delegated functions from the Vine Trust Board.

6.6 Vine Chief Executive Officer (CEO)

The CEO is appointed by the Vine Trust Board, the Accounting Officer and responsible for the day to day running of the Vine Trust. The CEO is the line manager for the Headteacher, EXP and COO.

6.7 Vine Trust Board

Although most of the functions of running the academy are delegated to the Headteacher or LB/LGB, the Vine Trust Board have ultimate responsibility and accountability.

Therefore, if required they can exercise this responsibility at any time.

6.8 Vine Trust Finance Manager (TFM)

The TFM is responsible for the central financial processes in the Vine Trust, the accuracy of information in the Trust accounting system and for co-ordinating statutory returns, internal and external audit. The key liaison with HMRC they are also responsible for monitoring the Apprenticeship Levy. The TFM provides support and challenge to the AFL's.

6.9 Vine Trust Support Manager (TSM)

The TSM is responsible for monitoring financial and Health & Safety compliance across the Trust, providing support and challenge to the senior leadership team and AFL. They undertake regular internal audit checks, enhancing the independent visits provided by the Responsible Officer. The TFM is responsible for producing consolidated compliance information for the Trust Board.

6.10 Vine Trust Operations Manager (TOM)

The TOM is responsible for the day to day management of the Trusts operational infrastructure/platforms, the 'on-boarding' (setup and configuration) of new academies and the implementation of system enhancements and changes. They are the Vine Trust bank administrator and payment authoriser in addition to being primary relationship contact with Vine key partners. The TOM is the line manager for the Vine Trust Finance Assistant (TFA) and the PA to the CEO.

6.11 Vine Trust Academy Support Officer (ASO)

The ASO provides pre/post conversion support and training to academy leaders and the Academy Finance Leads (AFL). They co-ordinate the conversion process and schedule training for new schools in conjunction with the TFM, TSM and TOM.

6.12 Vine Trust Payroll Administrator (TPA)

The TPA is responsible for the processing of the Vine Trust payroll, providing support to employees the AFL's and senior leadership teams with queries and delivering training as necessary. The TPA is responsible for the configuration, maintenance and development of the Vine Trust payroll system(s) and procedures.

6.13 Vine Chief Operating Officer (COO)

The COO is appointed by the Vine Trust Board, the Chief Financial Officer is accountable for the financial and operational management of the Vine Trust and its Academies. The COO provides strategic financial support to academy senior leadership teams and the LB/LGB including guidance around financial forecasts. The COO is the line manager for the TFM, TSM, TOM, ASO and TPA.

6.14 Vine Governance Consultants (VGC)

The VGCs provide support to local governors. This is principally given when schools join the Vine or following a local governance restructure.

7. What happens when you join the Vine?

- 7.1 Before you join the Vine Trust the directors will carry out an assessment of your school's strengths and development areas. This is called 'Due Diligence'. This is so the Vine Trust is in a position to provide appropriate support as soon as you join and so that the Vine Trust is aware of where your academy can provide support to others.
- 7.2 Due diligence will report on the areas set out in appendix a.
- 7.3 Following the writing of the due diligence report the Headteacher, Executive Leader and Executive Principle will meet to identify where your academy can support other academies and where your academy needs to improve. See Appendix A.

8. Ongoing Support, development and improvement

- 8.1 Every academy will have an appointed Executive Leader (EL).
- 8.2 Academies will receive an appropriate number of visits depending on the Vine Trust view of their level of need.
 - 8.2.1 Outstanding / Good academies will receive a termly visit, for an Academy Review Meeting, from the EL plus a visit for the performance management of the headteacher.
 - 8.2.2 In addition to 8.2.1 academies that Require Improvement will receive an additional termly visit from the EL.
 - 8.2.3 In addition to 8.2.2 academies that are Inadequate will receive fortnightly visits from the EL.

9. Academy Review Meeting

- 9.1 Every academy will have a termly academy review meeting to assess the academy's strengths, development areas and progress. This meeting will be attended by appropriate leaders. The aim is to plan for development and improvement and to hold the academy to account. See the Terms of Reference, Model Agenda, Minutes and Reporting in Appendix B.

10. Academy Leadership Board

- 10.1 The Academy Leadership Board meet three times a year to ensure joint working across the academies within a cluster.
- 10.2 Members are expected to provide support to each other, be accountable and hold each other to account for standards.
- 10.3 See the Terms of Reference, Model Agenda, Minutes and Reporting in Appendix C.

Appendix A
Due Diligence Planning Meeting - Template

Academic Due Diligence

School	
Headteacher	
Chair of Governors	
Date, Time and Location	
Due Diligence Completed By:	
Evidence Gathered	
General Observations	

Area	RAG Risk Assessment			Comments
	Red	Amber	Green	
Vision and Governance				
Development and Strategic Planning				
Curriculum Development				
Admissions Marketing / Communications strategy				
Safeguarding				
Academic Attainment and Progress				

Financial Due Diligence

Academy	
Headteacher	
Chair of Governors	
Date, Time and Location	
Due Diligence Completed By:	
Introduction	

Area	RAG Risk Assessment			Comments
	Red	Amber	Green	
General Information				
Finance				
Staffing				
Governance				
Skills Matrix				
Contracts				
Capital				
Related Party Transactions				
Premises				
Other				

Further Actions	
-----------------	--

Appendix B Academy Review Meeting

Academy Review Meeting

Academy Review Meetings (ARM) are carried out termly in each academy. They are designed to be supportive, to aid school improvement and celebrate the success and progress made since the last meeting.

Terms of Reference

Core Membership

Executive Leader
Executive Headteacher/Headteacher/Head of School
Chair of the Local Board/Local Governing Body
Hub Lead Headteacher (if in place)

Additional Membership as Appropriate

Vine CEO
Executive Principle
Academy DHT and Senior Leaders
Other LGB/LB representative
Other Directors

Individuals invited to attend as and when required (not exhaustive)

Vine Chief Operations Officer (COO)
Academy Business Manager
Academy Subject Leaders

Terms of Reference

The Review Meeting ensures rapid improvements are made and areas of expertise identified.

The purpose of the meeting is to:

- Identify areas of strength that the academy can use to support other schools.
- Hold the LGB/LB and HT to account for academy improvement.
- Monitor progress against identified development issues.
- Monitor pupil progress against ambitious targets.
- Celebrate success and give confidence staff can bring about required improvements.
- Consider how barriers to improvement can be removed.
- Monitor the deployment of resources in order to bring about improvements.
- Provide the LB/LGB with evidence of the improvement to enable the celebration of success.

Objectives

To develop a shared ethos with all stakeholders in the academy community so that:

- A high quality, good, broad and balanced curriculum promotes broader opportunities and excellent outcomes in accordance with the 'Vine Quality Standards'.
- The quality of teaching is consistently good or better.
- The attainment and progress of pupils in the academy is in line with or exceeding national averages.

- Effective leadership and local governance sets high expectations and aspirational targets for continuous improvement.

Methodology

The Academy Review Meeting has three principle functions:

- Celebrating the success and progress since the last meeting
- Monitoring, evaluating and reporting
- Working alongside the headteacher to bring about improvement

There is an expectation that the members of the Academy Review Meeting will spend time in the academy between meetings to ensure that the agreed actions are having the desired impact and that the school is rapidly improving.

At each Academy Review Meeting the academy's senior leaders (including the Chair of Local Governors) will report progress against the identified objectives.

If the ARM concludes in two consecutive meetings that the overall RAG rating for progress since the last meeting in the academy is red then a Trust Academy Review Meeting will be held using the same format and agenda. This meeting will be attended by the CEO and a member of the Vine Standards Committee.

The academy will provide a member of staff to clerk the meeting.

Confidentiality

All matters discussed at the Academy Review Meeting will be deemed confidential to its members, senior officers of the Vine and its Directors, unless safeguarding matters result in disclosure to another relevant body.

**Academy Review Meeting
Agenda**

..... Church of England Primary School/Academy
Academy Review Meeting

Date

Time

Venue

1. Apologies and consent to absence
2. Review of progress towards objectives on the Academy Priority Plan
3. Review of progress towards the objectives identified at the last meeting
4. Review of in school data
5. Celebration of progress and success since the last meeting
6. Local Governing Body/Local Board update
7. Consideration of areas of expertise that can support others
8. Consideration of barriers to further improvement
9. Any other business
10. Overall RAG
11. Date of next meeting.

**Academy Review Meeting
Minutes**

Academy _____
 Chair _____
 Clerk _____
 Date _____
 Venue _____

Attendance

Name	Role	Present Apologies Absent

1. Apologies and consent to absence

2. Review of progress towards objectives on the Academy Priority Plan

Actions / Decisions	Person Responsible	Timescale	RAG

3. Review of progress towards the objectives identified at the last meeting

Actions / Decisions	Person Responsible	Timescale	RAG

4. Review of in school data

Actions / Decisions	Person Responsible	Timescale	RAG

5. Celebration of progress and success since the last meeting

Actions / Decisions	Person Responsible	Timescale	RAG

6. Local Governing Body/Local Board update

Actions / Decisions	Person Responsible	Timescale

7. Consideration of areas of expertise that can support others

Actions / Decisions	Person Responsible	Timescale

8. Consideration of barriers to further improvement

Actions / Decisions	Person Responsible	Timescale

9. Any other business

Actions / Decisions	Person Responsible	Timescale

10. Overall Vine RAG

Excellent	
Good	
Requires Improvement	
Inadequate	

Overall Vine RAG for progress since last meeting

Excellent	
Good	
Requires Improvement	
Inadequate	

Time meeting closed	
Date and time of next meeting	

Appendix C Data Report

Pupil Asset School Summary Report must be used

1. School status summary

School	Head Teacher	Phase	NoR	Deprivation Index	Mobility	Conversion Date	Current Ofsted Grade	Date of Inspection	Next Ofsted Due
		PS	102						

2. Contextual Information

	Total Pupils	Boys	Girls	Disadvantaged	FSM6	CLA	EAL	SEN	SEN (K)	SEN (E + S)	PA
Current	102	47	55	31	31	0	3	8	7	1	
%	N/A	46.1	53.9	30.4	30.4	0	2.9	7.8	6.9	1	

3. Attendance

	Total Pupils	Boys	Girls	Disadvantaged	FSM6	CLA	EAL	SEN (K)	SEN (E + S)
Latest National Averages (2017)	96%	NA	NA	NA	NA	NA	NA	NA	NA
Previous year	95.87%	96.91%	95.23%	96.98%	96.98%	-	-	96.13%	83.97%
This year to date	94.87%	94.12%	95.42%	95.61%	95.61%	-	98.69%	96.36%	83.39%

4. Exclusions

	Total Pupils	Boys	Girls	Disadvantaged	FSM6	CLA	EAL	SEN	SEN (K)	SEN (E + S)
Fixed Term Exclusions - Year To Date	0	0	0	0	0	0	0	0	0	0
%	0	0	0	0	0	0	0	0	0	0
Permanent Exclusions - Year To Date	0	0	0	0	0	0	0	0	0	0
%	0	0	0	0	0	0	0	0	0	0

5a. Results - All pupils

	No. Pupils	Maths				Reading			Writing			M,R,W	
		Prior Expected+	% ES Maths	% HS Maths	% Making Expected Progress	% ES Reading	% HS Reading	% Making Expected Progress	% ES Writing	% HS Writing	% Making Expected Progress	% ES Combined M,R,W	% HS Combined M,R,W
National Year 6 data (2018)	-	-	76%	24%	0	75%	28%	0	78%	20%	0	64%	10%
Previous year 6 KS2 return	-	-	0%	0%	-	0%	0%	-	0%	0%	-	0%	0%
Year 6 EoY Target	-	-	55.60%	0%	-	77.80%	0%	-	88.90%	0%	-	55.60%	0%
Year 6	9	88.90%	44.40%	0%	50	55.60%	0%	62.5	44.40%	0%	50	44.40%	0%
Year 5	14	50%	78.60%	21.40%	91.7	64.30%	21.40%	100	21.40%	14.30%	66.7	28.60%	14.30%
Year 4	12	58.30%	58.30%	8.30%	100	66.70%	8.30%	70	58.30%	0%	77.8	58.30%	0%
Year 3	15	46.70%	33.30%	0%	33.3	46.70%	6.70%	41.7	40%	6.70%	33.3	26.70%	0%
National Year 2 data (2018)	-	-	76%	22%	-	75%	26%	-	70%	16%	-	65%	12%
Latest KS1 return	-	-	53.30%	20%	-	46.70%	26.70%	-	46.70%	26.70%	-	46.70%	20%
Year 2 EoY Target	-	-	50%	16.70%	-	50%	16.70%	-	50%	16.70%	-	50%	16.70%
Year 2	6	0%	66.70%	16.70%	75	83.30%	16.70%	75	66.70%	16.70%	50	66.70%	16.70%
Year 1	15	0%	53.30%	13.30%	75	46.70%	20%	66.7	46.70%	6.70%	58.3	40%	6.70%

5b. Results Data - Disadvantaged Pupils

	No. Pupils	Prior Expected+	Maths			Reading			Writing			M,R,W	
			% ES Maths	% HS Maths	% Making Expected Progress	% ES Reading	% HS Reading	% Making Expected Progress	% ES Writing	% HS Writing	% Making Expected Progress	% ES Combined M,R,W	% HS Combined M,R,W
Latest Available Nat. Year 6 Data NON Disadvantaged (2016)	-	-	76%	20%	0.2	72%	23%	0.3	79%	18%	0.1	60%	7%
Nat. Year 6 Data Disadvantaged (2018)	-	-	64%	NA	-0.6(2017)	64%	NA	-0.7(2017)	67%	NA	-0.4(2017)	48%	NA
Previous year 6 KS2 return	-	-	0%	0%	-	0%	0%	-	0%	0%	-	0%	0%
Year 6 EoY Target	-	-	50%	0%	-	100%	0%	-	100%	0%	-	50%	0%
Year 6	2	100%	50%	0%	50	50%	0%	50	50%	0%	50	50%	0%
Year 5	7	28.60%	71.40%	28.60%	100	42.90%	14.30%	100	14.30%	14.30%	80	28.60%	14.30%
Year 4	4	75%	75%	0%	100	75%	0%	66.7	75%	0%	100	75%	0%
Year 3	6	50%	50%	0%	75	50%	16.70%	50	33.30%	0%	0	33.30%	0%
Latest Available Nat. Year 2 Data NON Disadvantaged (2016)	-	-	77%	20%	-	78%	27%	-	70%	15%	-	-	-
Nat. Year 2 Data Disadvantaged (2018)	-	-	63%	NA	-	63%	NA	-	55%	NA	-	50%	NA
Latest KS1 return	-	-	50%	16.70%	-	50%	%	-	50%	33.30%	-	50%	16.70%
Year 2 EoY Target	-	-	66.70%	33.30%	-	66.70%	33.30%	-	66.70%	33.30%	-	66.70%	33.30%
Year 2	3	0%	100%	33.30%	100	100%	33.30%	100	100%	33.30%	100	100%	33.30%
Year 1	4	0%	75%	50%	75	75%	50%	100	75%	25%	100	75%	25%

5c. Results - All SEN pupils

	No. Pupils	Prior Expected+	Maths			Reading			Writing			M,R,W	
			% ES Maths	% HS Maths	% Making Expected Progress	% ES Reading	% HS Reading	% Making Expected Progress	% ES Writing	% HS Writing	% Making Expected Progress	% ES Combined M,R,W	% HS Combined M,R,W
Previous year 6 KS2 return	-	-	0%	0%	-	0%	0%	-	0%	0%	-	0%	0%
Year 6 EoY Target	-	-	0%	0%	-	50%	0%	-	100%	0%	-	0%	0%
Year 6	2	100%	0%	0%	0	50%	0%	50	0%	0%	0	0%	0%
Year 5	0	%	38.20%	6.90%	72.7	40.20%	8.80%	70.6	30.40%	4.90%	57.6	28.40%	3.90%
Year 4	3	0%	0%	0%	100	0%	0%	50	0%	0%	0	0%	0%
Year 3	2	0%	0%	0%	100	0%	0%	0	0%	0%	0	0%	0%
Latest KS1 return	-	-	0%	0%	-	0%	0%	-	0%	0%	-	%	%
Year 2 EoY Target	-	-	38.20%	9.80%	-	24.50%	5.90%	-	22.50%	2.90%	-	36.30%	7.80%
Year 2	0	0%	38.20%	6.90%	75	40.20%	8.80%	68.8	30.40%	4.90%	56.3	28.40%	3.90%
Year 1	0	0%	38.20%	6.90%	75	40.20%	8.80%	68.8	30.40%	4.90%	56.3	28.40%	3.90%

6. Early Years Data

	Last Year GLD Results	National Average GLD (2018)	Start of Reception On Track for GLD	Current On Track for GLD Results	Targeted GLD Results
All Reception Disadvantaged Pupils		71.50%			

7. Head Teachers Comments

Appendix D Academy Leadership Board

Academy Leadership Board Terms of Reference

1. Membership

- a. Executive Leader
- b. Vine Trust Board Representative (CEO or EXP)
- c. Headteacher (EHT and HoS) from each academy
- d. Hub lead headteacher (LH)

2. Quorum

The quorum is three members

3. Meetings

3.1 The ALB will meet 3 times a year

Autumn	Formal Business Consideration of Vine Strategic Plan Training and Development
Spring	Formal Business Training and Development
Summer	Formal Business Training and Development

3.2 The ALB will be chaired by the EL

3.3 The Headteachers are responsible for leading and coordinating the work of the ALB

3.4 Support and challenge will be provided through rigorous peer evaluation involving all headteachers.

4. Clerking

4.1 The host academy will provide a clerk for the meeting.

Sample Academy Leadership Board
Agenda

		Lead	Time	Ref.
Business				
	Welcome and Opening Prayer			
	Apologies for Absence Consent / Non-Consent			
	Declaration of Pecuniary and Business Interests None			
	Minutes from the last meeting Approval of minutes for			
	Review of impact of Statement of Actions			
	Vine Trust / Vine Trust Board Update			
	Item			
	Issues from the board			
	Issues for the board			
	Any Other Business Of sufficient urgency / importance and agreed with the Chair prior to the meeting			
	Confirmation of date and time of next meetings			
	Agenda Items for next meeting			
Development				
	Item			
	Item			
	Item			
	Closing Prayer			

Statement of Actions
following Academy Leadership Board

Date	Agenda Item (Identify School)	Action	By Who	Status

Copies to be circulated to all members of ALB, ExP and CEO

Appendix E Meeting Timetable – Templates

Meeting	Time	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov
Vine AGM	10.00															
Vine Board Meeting	13.00													20		
Vine Standards Committee	10.00															
Vine Finance Committee	10.00															
St. Andrew's /Rolph LB																
Mistley Norman LGB	17.00															
Belchamp St Paul/Ridgewell LGB	18.00															
Ridgewell LGB	18.00															
St Osyth LGB	17.00															
Great Clacton LGB																
Southminster / St Cedds LB																
Latchingdon LGB	09.15															
St. James Harlow LGB																
Howbridge LGB	17.30															
St. James Colchester LGB																
Bulphan / Orsett / St Margaret's LB																
Tendring Academy Leadership Board	13.30															8 St Jam
Witham Academy Leadership Board	09.30															6 How
Dengie/South Essex Academy Leadership Board	09.30															8 St M
Harlow Academy Leadership Board	13.30															6 WM
Colne Valley Academy Leadership Board	09.30															7 BSP
COO HTs and Academy Finance Leads	09.00															
HT and Governor Board Informal Meeting with Directors																
Vine Conference																

Appendix F Timings of Meetings

		Autumn 1	Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
Vine Trust Board		Meeting		2-3 weeks after ALB Meeting		2-3 weeks after ALB Meeting		2-3 weeks after ALB Meeting		2-3 weeks after ALB Meeting		2-3 weeks after ALB Meeting	
Academy Leadership Board			2-3 weeks before TB Meeting				2-3 weeks before TB Meeting				2-3 weeks before TB Meeting		
Local Governing Body/Local Board		Curriculum Focus	Finance Focus		Curriculum Focus		Finance Focus		Curriculum Focus		Finance Focus		
		Vine RAG											
EL	Good / Outstanding	ARM Meeting			ARM Meeting				ARM Meeting		HT PM		
	Requires Improvement	Support and Challenge Visit	ARM Meeting		Support and Challenge Visit		ARM Meeting		Support and Challenge Visit		HT PM	ARM Meeting	
	Inadequate	3 Support and Challenge Visits	ARM Meeting		3 Support and Challenge Visit		ARM Meeting		3 Support and Challenge Visit		HT PM	ARM Meeting	
	4 Support and Challenge Visits		3 Support and Challenge Visit				4 Support and Challenge Visit						