



Changing Lives In Collaboration

Trust Strategy 2020-2025

Implementation Plans 2020-22



Contents

Page	Content
3	CLIC Vision, Values and Guiding Principles
4	CLIC approach to strategic planning and implementation
5	Five Year Strategy
8	Implementation Plan: Quality of Education – Curriculum and Standards
11	Implementation Plan: Quality of Education – Narrowing The Gap (Covid Catch Up and Disadvantaged Pupils)
13	Implementation Plan: Quality of Education – Digital Strategy
15	Implementation Plan: Leadership and Management – School and Trust Team
17	Implementation Plan: Leadership and Management – Governance
19	Implementation Plan: Growth
21	Implementation Plan: Resources and Risk
23	Research and Evidence References

CLIC Vision

Changing Lives in Collaboration – Together we make the difference.

The CLIC vision underpins all strategic decision making and plans for implementation. Changing lives is about preparing children for success in life and providing them with knowledge, skills and experiences that will enable them to develop the attributes of the CLIC Trust Guarantee:

- Confident children
- Effective communicators
- Aspirational
- Good listeners
- Resilient
- Critical thinkers
- Tolerant
- Team players

CLIC Values

We are a values led organisation and, as such, our strategy and plans for implementation align with the CLIC Trust Values:

Respect: We respect ourselves, one another and our environment.

Responsibility: We take responsibility for ourselves, one another and our learning. Our every action and interaction builds a secure and united community. We are true to ourselves and offer strength to others.

Resilience: We embrace challenge, recognising that through our mistakes, true learning happens. We take risks, always willing to have a go, never wanting to miss out on opportunities to improve. We don't give up.

Kindness: We show kindness to all that we meet, in the way that we treat people, in our class, school locally and globally.

Fairness: We are fair in all that we do, listen carefully and act with integrity.

Empathy: We are empathetic to all we come into contact with, through our learning about others and the world, and to experiences and opportunities presented to us. We embrace new experiences and do everything we can to ensure that we are leaders of our own learning.

Being a Cooperative Academy is important to us and we embrace the Cooperative Values in our curriculum as well as all other aspects of school life: **Self-help; Self-responsibility; Democracy; Equality; Equity; Solidarity.**

CLIC Guiding Principles

Our core aim is to be able, always, to look back with pride and look forward with confidence.

Our guiding principles describe our behaviour:

Children first

At the heart of every decision is: will this benefit our children?

Aspiration for all

Children, staff, families and local communities to aim high and dream big.

Ensuring our schools are at the **heart of their LOCAL communities**.

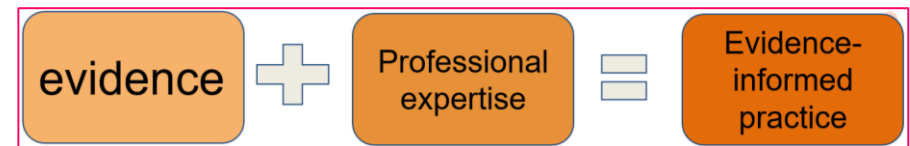
Supporting meaningful partnership

Schools that support and challenge each other to become the best schools through mutual accountability.

A commitment to continuous improvement welcoming feedback and challenge, striving to provide the best opportunities for our communities, staff and children.

CLIC Approach To Effective Implementation

We are committed to evidence-informed organisation improvement and implementation. We embed sound foundations for implementation and align with the Education Endowment Foundation's (EEF) evidence based implementation cycle (Explore – Prepare – Deliver – Sustain), with adequate time given to each stage. We understand that effective implementation, leading to embedded and sustained change, takes time (two to four years, depending upon the implementation). We ensure that we seek the views of many stakeholders and review all available data and information to gain a precise understanding of the current reality prior to strategising and implementation planning. Once priorities are identified, a range of options and approaches are appraised and the 'best bet' selected (evidence informed leadership – robust evidence base and professional expertise). Once an 'adoption decision' is made, an implementation plan is written using a Logic Model approach, based on a sound theory of change (including reflecting upon the COM-B model: Capability-Opportunity-Motivation – Behaviour). Prior to delivering on the plan, a 'pre-mortem' of the plan is undertaken to identify risks to success, and improvements made accordingly. The success of implementation is monitored in the short, medium and long term (against milestone outcomes), considering: fidelity, feasibility, acceptability, reach and cost.



CLIC Trust Five-Year Strategy

<u>Quality of Education</u>		
Target Position:	<ul style="list-style-type: none"> • An outstanding curriculum and quality of education in all of our schools for all of our pupils: <ul style="list-style-type: none"> ○ all schools good or better at the first and subsequent inspections after joining CLIC ○ CLIC to perform in the top 20% nationally in the Trust government league tables for progress ○ each school to perform in the top 20% within their family of most statistically similar schools ○ all groups of learners making good progress in all schools. • all CLIC schools to be schools of choice within the locality (the CLIC guarantee meaning that children get an enhanced experience by attending a CLIC school). • A hub of excellence for IT curriculum and Digital Strategy; the offer for CLIC pupils enhanced beyond the National Curriculum with pupils well prepared for future learning and employment. 	
Headline Strategies To Achieve Target Position:		Additional Finance Implications:
Highly effective systems for school improvement/support and Quality Assurance. Enhanced Education Offer within the Service Charter. Clear support offer for vulnerable schools (RI / I) and sponsored academy.		Top slice core offer/services charter cost-benefit analysis
Evidence Informed Practice Embedded across all layers of leadership (senior, middle, classroom) in schools, enhancing the quality of education (curriculum and teaching). Engagement with the EEF Improvement Partnership programme (enhanced long-term CPD).		£9,000 grant funding from EEF (£6,000 in 2020-21 and £3,000 in 2021-22)
Funding for disadvantaged learners and for Covid catch up targeted effectively at improving well-being and standards of attainment for all pupils. Tiered approach to Pupil Premium Strategy (tied to whole school/trust strategy).		
Highly effective CLIC collaboration.		
A clear CLIC Digital Strategy and Learning Circle (central funding of technician service from the top slice to enable Trust IT Lead to lead on Digital Strategy).		Trust IT Lead - £32,911 per year Technician service - £10,600 per year (one year contract initially) Purple Mash £11,257.80
2020-21 Priority – establish a Trust policy for RSHE (collaboration through a CLIC Learning Circle), consulting with parents, and implementing the policy and curriculum plans from no later than Summer 2021.		

<u>Leadership and Management: Schools/Trust Team</u>		
Target Position:	<ul style="list-style-type: none"> • A truly values driven organisation – CLIC and co-operative values. • A highly positive reputation within Greater Manchester, with a clear CLIC identity for excellence, collaboration, evidence-informed school improvement and inclusivity. • CLIC to be an employer of choice, an 'investor in people' with an exemplary and equitable staff development programme and staffing policies. 	
Strategies To Achieve Target Position:		Additional Finance Implications:
Define the CLIC and Co-operative values (meaning, associated behaviours, exemplification) – whole CLIC community involvement and links directly with the Co-operative.		INSET time
Ensure all policies are representative of the CLIC and Co-operative values.		
Targeted CLIC engagement in Greater Manchester networks (and regional/national networks where appropriate).		
Marketing strategy identified within the CLIC Communication Strategy.		Website re-design costs - £400

	CLIC Brochure - £1,000
Successful execution of a Workforce Development Strategy that is highly effective in enhancing staff performance and development (including undertaking a review of Performance Management approaches) and prioritising well-being, as well as reducing risk. This will include a progressive and high impact staff CPD programme and Career Development Pathways ('in-house' opportunities and external) and a clear leadership development pathway (including enhancing links with MTSA). Staff development programme is central to the CLIC offer.	CPD costs - £6,000 per year central budget (partially offset by consultancy income)
CLIC Well-being Strategy, encompassing staff and children well-being, developed by a Well-being CLIC Learning Circle. A Well-being offer for all CLIC staff and pupils established.	
Establish and develop the new CLIC team – clarity of roles (clearly communicated to all schools/governors), established meetings' structure and systems, flow of information/communication, expansion of team in line with Trust expansion, collaborative CPD. Annual review of central CLIC team capacity and role descriptions to ensure highest impact and targeted at need.	
Plan for support and development of the new CEO/EH (based on need identified through Performance Management). Networks established (Greater Manchester and National – Forum Strategy) and engagement with the RSC new CEO Induction programme.	Forum Strategy network - £1,500 per year
Establish a Celebrating Diversity plan for CLIC (staff and governance).	

Leadership and Management: Governance

Target Position:	<ul style="list-style-type: none"> Highly effective governance, at all levels, with proven impact on pupils. Governance structures in place that support expansion and a hub model; 'future proofed' Trust governance. A diverse governance board, representative of the communities of the schools.
Strategies To Achieve Target Position:	Additional Finance Implications:
A highly effective governor training programme, for governors at all levels, with universal training events (for all governors), events that are targeted for specific roles, and new CLIC Governor Induction. Clear purpose communicated for each role and committee.	CPD costs – CEO/EH time in the first year
Establish the key principles for CLIC governance, including a review of workload expectations and multiple roles.	
Review of Governance – the structures, Terms of Reference, Scheme of Delegation, flow of information, structure of meetings and workplans.	15 days of CLIC team (5x days each of CEO, COO and EA)
High quality materials and resources to support CLIC governance, including a clear Link Governor support package.	5 days of CEO time
A clear strategy for improving the diversity of membership of the CLIC governance team, to ensure that governance is representative of the CLIC school communities.	
Recruitment of a Governance Support Officer for CLIC, with focused and strategic development of the role.	

Growth

Target Position:	<ul style="list-style-type: none"> Intelligent growth – Ten primary schools, all within Greater Manchester, organised into two hubs of five – by August 2025. Maintain and further enhance the Core Offer to schools, with continued high quality service for all schools. Clear induction and support programme for schools new to CLIC (pre-, during- and after- conversion).
Strategies To Achieve Target Position:	Additional Finance Implications:
Intelligent growth principles established and adhered to.	

Clear core offer / services charter (provides VFM, is responsive to school needs and aligns with the best evidence about school improvement) – illustration of Value For Money and cost savings. Published on the website and available in print, alongside joining processes and a CLIC 'brochure'.	Top slice core offer/services charter cost-benefit analysis.
Planned expansion of the CLIC Central Team, to align with expansion (Education and Business teams).	Expenditure to always align with secure income.
Implementation of a Communication and marketing strategy / Stakeholder Analysis (including a review and re-design of the CLIC website) – communicating the CLIC identity.	Website re-design costs - £400 CLIC Brochure - £1,000
Establish networks across GM – opportunities for school and leader collaboration; providing School to School Support. Targeted. Successful engagement with the RSC.	

Resources and Risk

Target Position:	<ul style="list-style-type: none"> • Financial security for every school and the Trust – finance KPIs consistently met (>5% carry forward, whilst meeting Finance KPIs). • CLIC schools get 'more for less' (a highly effective school support and quality assurance offer; excellent value for money through joint services provision – best value achieved from all contracts). • Streamlined internal systems to ensure cost effective running of the organisation. • Creative and strategic approach to generate unrestricted funds income for the benefit of the pupils across the trust. • Robust processes (both internal and external) for risk management, audit and action planning (including Safeguarding, Health and Safety). • Three year facilities and technology plan for each school within the Trust, clearly linked to the Capital Strategy.
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Strategies To Achieve Target Position:	Additional Finance Implications:
Clear core offer / services charter (provides VFM, is responsive to school needs and aligns with the best evidence about school improvement) – illustration of Value For Money and cost savings. Reviewed annually. Top Slice and Services slice to be review annually in line with offer.	Top slice core offer/services charter cost-benefit analysis.
Establish clear and robust internal and external audit processes to support risk management. Internal followed by external audit for Safeguarding, Health and Safety, Premises Compliance, GDPR. Benchmark processes with other successful Trusts. Annual review of processes.	Costs associated with external audit providers - £4,500 per year
Risk Register used effectively to guide the work of the Audit Lead Trustee (new role). Audit lead role is designed in line with ESFA guidance.	
Establish a list of CLIC Preferred Suppliers, based on robust due diligence of the suppliers.	
Develop a central finance function, using PSF to its full potential. Explore other centralised functions undertaking cost-benefit analysis for each proposed function to guide decision making.	
Plan for income generation – fortnightly review of available grants and support available for schools in making applications. Monitor income generation.	Annual target of £30,000 (not including CIF)
Three-year facilities plan for each school (based on audit and surveys of need) and three-year technology plan for each school (CLIC IT Lead to undertake with the IT Lead at each school), with grant funding avenues utilised and cost savings through joint procurement.	

Quality of Education – Curriculum and Standards

(for specific details about Covid Catch Up, see Implementation Plan below)

Current Position - Why?	Active Ingredients – what?	Implementation Activities – how?	Implementation Outcomes – how well?	Final Outcomes – and so?
<p>Standards: <i>No published data from 2020 and no data is to be published in 2021 due to the Covid 19 pandemic.</i></p> <p>Attainment (RWM combined 2019 data) CP – ARE 65%; HS 13% DB – ARE 70%; HS 20% OM – ARE 67%; HS 2% RC – ARE 56%; HS 8%</p> <p>Progress (2019 data) CP – R: 0.6; W: 0.1; M: -0.1 DB – R: 0.0; W: -1.3; M: 0.6 OM – R: 1.1; W: 1.3; M: -0.4 RC – R: 0.3; W: 1.3; M: 1.8</p> <p>Family of Schools Database – all pupils (2019 data): CP – attainment: ARE - 27/50; HS – 18/50 DB – attainment: ARE – 18/50; HS – 15/50 OM – attainment: ARE – 12/50; HS – 22/50 RC – attainment: ARE – 40/50; HS – 12/50</p> <p>Schools report that children’s retention over time across the wider curriculum subjects is not yet consistently strong.</p>	<p>Active Ingredient 1 – evidence base: Start with why – all teachers and leaders in all CLIC schools understand the research and evidence base underpinning the plan and recognise the importance of the implementation, with leaders having an enhanced knowledge and understanding of the evidence base in their area of specialism (reading and vocabulary/oracy focus in 2020-21).</p> <p>Active Ingredient 2 – assessment: Assessment is highly focused and diagnostic in every classroom in all schools in English and Maths, with analysis providing focus for universal provision (teaching for all) and targeted provision. Assessment processes in wider curriculum subjects enable the impact of the curriculum to be evidenced.</p> <p>Active Ingredient 3 – curriculum design:</p>	<p>CPD – a blended model: <u>Universal Trust Offer:</u> Two year spaced CPD offer (blend of INSET days, twilights, staff meetings, bespoke coaching support) – EEF training on Cognitive Science/Metacognition. Facilitator to model the agreed desired practices through the CPD. Research to Teaching Seminars, exploring the evidence base in a series of different domains. Trust INSET Day – values led curriculum planning. <u>Curriculum Steering Group:</u> subject specific collaboration for the knowledge based subjects (History, Geography, Science) for knowledge organiser training, peer review of curriculum design, assessment training, impact and diversity review. <u>Literacy/English Leaders CLIC Learning Circle:</u> 6x2 hour training sessions in a group and 1xhalf day bespoke support in school each (all funded through EEF Partnership). <u>R(S)HE Leaders CLIC Learning Circle:</u> review of government guidance, curriculum planning review, policy design and consultation, supported implementation and impact review. <u>Governor Training Programme:</u> governors invited to CLIC/School training events as appropriate and an Evidence Informed Governance training session. <u>Available materials to support CPD design:</u> EEF curriculum audit</p> <p>Remind Staff: Termly CLIC Learning Bulletins to share reflections on the training, implementation and its impact. One minute guides following each staff training opportunity which also outline the agreed expectations.</p>	<p>Short term: Fidelity – staff understand the evidence base and the concept of fidelity to the evidence. Acceptability – leaders, teachers and governors understand why this is a key priority and the evidence base and are therefore supportive of the plan. Feasibility – the training plan has been delivered within the planned timescales Reach – all children (Eng, Maths, Sci, Hist, Geog, PSHE)</p> <p>Medium term: Acceptability – staff are happy with the CPD offer and support given and feel confident in translating into their practice.</p>	<p>Short Term (April 2021): Shared understanding of cognitive science research (Cognitive Load Theory, strategies to support working memory) and consistent translation into practice, with effective scaffolding and gradual release of responsibility in place.</p> <p>Each school’s own development plan aligns with the research underpinning this strategy.</p> <p>Trust policy for R(S)HE is written, consulted upon, ratified and published.</p> <p>Medium term (Autumn 2021): Shared understanding of cognitive science research (spaced practice, retrieval practices and activating prior knowledge) and consistent translation into practice, including alignment within the Curriculum planning and design at each school.</p>

<p>Pupils: Schools report that some children do not work independently; independent learning skills could be further enhanced.</p> <p>Curriculum: Curriculum is on every school's SDP as a key priority (and is also a key focus in the revised Ofsted Inspection Framework) – long term retention of learning; implementation of metacognition/cognitive science approaches; and ensuring impact across the curriculum.</p> <p>Curriculum review is well underway within schools (reviewing the coverage, links in learning and progression) with engagement from all schools in a Curriculum Steering Group in 2019-20).</p> <p>RHE is statutory in primary schools from 2020-21; need a trust wide policy, consultation and curriculum approach.</p>	<p>The curriculum is designed to align with robust evidence about models of memory: is spaced appropriately, with regular opportunities for cumulative retrieval; all essential knowledge is identified and prioritised for long term learning; the curriculum is designed to be school context specific and celebrate diversity (including a trust wide policy and curriculum for R(S)HE).</p> <p>Active Ingredient 4 – long term learning strategies: Consistent practice in implementing the strategies for enhancing memory (spaced practice, retrieval practice, activating prior knowledge), including reduction of scaffolding/ gradual release of responsibility model for each strategy.</p> <p>Active Ingredient 5 – Collaboration: Regular opportunities for pupil, teacher and subject leader collaboration across CLIC, underpinned by the CLIC and Co-operative Values.</p>	<p>Collaboration: History/Geography leads to plan shared Manchester based curriculum plans (1 KS1, 1 LKS2 and 1UKS2) to enable pupil collaboration and sharing of learning across the schools. A programme of children's shared activities – CLIC museum/gallery, trips/visits, events, blogging, sports, debating. Subject leaders collaboration time (shared INSET) and opportunities for moderation.</p> <p>Implementation 'Champions' and Distributed Leadership: Implementation 'champions' identified and their enthusiasm and expertise utilised to offer coaching and support within their own schools/ across CLIC (internal 'SLEs' – linked to Workforce Development Strategy).</p> <p>Diagnostic assessment toolkit: Staff trained in the use of diagnostic assessments; toolkit added to by the team; diagnostics used to plan targeted curriculum provision – Maths and English/Literacy. Assessment system designed and implemented for wider curriculum subjects.</p> <p>Monitoring Plan: This plan will provide a monitoring focus for 2020-21 and 2021-22 – coaching and mentoring support targeted as a result of monitoring findings. Highly effective systems for school improvement/ support and Quality Assurance. Enhanced Education Offer within the Service Charter. Clear support offer for vulnerable schools (RI / I) and sponsored academy.</p>	<p>Fidelity – regular reminders, spaced training review the importance of fidelity to the research, which is then seen in classroom practice.</p> <p>Long term: Reach – all children, all subjects.</p> <p>Acceptability – staff are confident in consistently using spaced practice, retrieval practice, activating prior knowledge and applying Cognitive Load Theory, ready to progress to implementation of metacognitive regulation in 2022-23.</p>	<p>All teachers clearly understand the sequencing and design of the curriculum (how learning builds on prior knowledge and prepares for future learning).</p> <p>Implementation of the R(S)HE curriculum by Summer 2021.</p> <p>Long term (Summer 2022): The curriculum at all CLIC schools is outstanding; clear intent, implemented with high impact upon outcomes for all learners (knowledge and cultural capital). Children demonstrate increased retention of learning in knowledge based areas of the curriculum (observed and through lagged retrieval practices).</p> <p>Review of the impact of the R(S)HE Policy after two years of implementation.</p> <p>Five Year Target Position (Summer 2025): An outstanding curriculum and quality of education in all of our schools for all of our pupils: - all schools good or better at the first and subsequent inspections after joining CLIC - CLIC to perform in the top 20% nationally in the Trust government league tables for progress - each school to perform in the top 20% within their family of most statistically similar schools - all CLIC schools to be schools of choice within the locality (the CLIC guarantee meaning that children get an enhanced experience by attending a CLIC school).</p>
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Monitoring and Evaluation: Narrative to Support RAG Rating

End Autumn 2020:

End Spring 2021:

End Summer 2021:

Quality of Education– Narrowing the Gap (Making The Difference for Covid Catch Up and Disadvantaged Learners)

Current Position - Why?	Active Ingredients – what?	Implementation Activities – how?	Implementation Outcomes – how well?	Final Outcomes – and so?
<p>Leadership: Narrowing gaps in attainment is a clearly shared ambition of leaders across the CLIC Trust.</p> <p>Standards: Attainment: CP: 2017 – 47%, 2018 – 50%, 2019 – 52% DB: 2017 – __%, 2018 – __%, 2019 – 44% OM: 2017 – 35%, 2018 – 76%, 2019 – 65% RC: 2017 – 19%, 2018 – 39%, 2019 – 46%</p> <p>Progress (2019 data): CP - R: -0.5; W: -0.2; M: -1.8 DB - R: -4.4; W: -3.3; M: -2.9 OM - R: 2.0; W: 1.1; M: 0.0 RC - R: -0.8; W: -0.2; M: -0.1</p> <p>Family of Schools Database - disadvantaged pupils (2019 data): CP: ARE – 32/50; HS – 20/50 DB: ARE – 5/19; HS – 12/14 OM: attainment: ARE – 13/50; HS – 29/50 RC: ARE – 42/50; HS – 23/50</p> <p>Contextual:</p>	<p>Active Ingredient 1 – data/ assessment: Formative and summative assessments are used to identify underperformance of vulnerable groups/pupils and to target children. Diagnostic assessments are used to precisely identify the needs of pupils accessing targeted academic support.</p> <p>Active Ingredient 2 – evidence informed practice: All approaches are selected on the basis of a robust review of the evidence alongside professional expertise to ensure the 'best bets' are chosen, via a collaborative approach to critiquing the evidence.</p> <p>Active Ingredient 3 – tiered approach: Tiered approach to narrowing the gap is consistently in place in all schools (PPG and Covid Catch Up); spending on quality of teaching for all (aligned with each school's wider strategy - SDP), targeted academic support and wider strategies (levers to attainment).</p> <p>Active Ingredient 4 – interventions/ approaches:</p>	<p>Partnerships: Three year funded partnership established with the EEF to focus upon embedding evidence informed leadership and classroom practice. On-going engagement in research and evidence opportunities with the EEF, Research Schools and local universities.</p> <p>CPD: <u>Evidence Informed Leadership:</u> 6x2.5 hour training sessions, provided by the EEF, for all headteachers, deputy headteachers and PP Leads (funded through EEF Partnership). Bespoke support and coaching in school for all HT/DHT/PP Leads in applying the learning from the Evidence Informed Leadership training into the PP/Covid Catch Up Strategies and tiered models. Journal Clubs – peer critique of research papers. Literacy/English Leads: 6x2 hour training sessions in a group and 1xhalf day bespoke support in school each (all funded through EEF Partnership). <u>Diagnostic assessments:</u> Staff trained in the use of diagnostic assessments (by core subject leaders – training for core subject leaders through the CLIC Learning Circles). Staff then supported and coached on an on-going basis to implement these (carry out, analyse, use for targeted provision). <u>Interventions:</u> training for teachers and TAs in the interventions selected in the tiered model (booked centrally by CLIC to provide</p>	<p>Short term:</p> <p>Fidelity – staff understand the evidence base and the concept of fidelity to the evidence, in relation to the universal and targeted approaches being deployed for their pupils.</p> <p>Acceptability – staff understand why this is a key priority and the evidence based behind the decision and are therefore supportive of the implementation plan.</p> <p>Reach – all children (Covid and/or disadvantaged funding).</p> <p>Feasibility – EEF training has been possible within the planned timescales.</p> <p>Medium term:</p> <p>Feasibility – training has continued to be feasible within the timescales. Implementation speed has been manageable for staff to embed the universal strategies.</p> <p>Acceptability – staff understand the are happy with the CPD and support given and feel confident in translating into their practice.</p>	<p>Short Term (April 2021): A sound understanding of evidence informed practice, shared by all headteachers, deputy and assistant headteachers and Pupil Premium/Data Link Governors.</p> <p>An evidence informed tiered support model for Covid and Pupil Premium grants in place at all schools.</p> <p>Medium Term (Autumn 2021): Changes in practice, following professional development and collaboration, seen through Gusky model evaluations, Pupil Premium Strategies (accurate tiered approach, sound evidence rationale, clear theory of change).</p> <p>The gap in attainment to non-disadvantaged learners nationally narrows (in-school data for 2021, due to no published data).</p>

<p>Schools closed March-September 2020 for most pupils.</p> <p>Covid Catch Up baseline – in school data</p> <p>Additional funding for this year for Covid Catch Up (plus two schools eligible for a funded academic mentor and all schools eligible for funded NELI).</p> <p>Pupils: Differentials in impact of Covid 19 evidenced within baselines (influenced by length of absence, access to learning materials at home, level of direct impact of Covid).</p> <p>Pupils well-being is high upon return to school, monitored for lagged impact of trauma.</p>	<p>All targeted academic interventions are implemented in line with the evidence based principles in the EEF Making The Best Use of Teaching Assistants guidance report:</p> <ul style="list-style-type: none"> - Interventions are selected based on sound evidence base - 'Scripted interventions for TAs - Implemented with fidelity to the research. - Take place 3-5 times weekly, for 20-40 minutes, for a duration of 8+ weeks. <p><i>See tiered approach to PP/Covid spending in each school.</i></p>	<p>VFM where common needs arise). NELI training for all EYFS teams.</p> <p><u>Evaluation:</u> training from the EEF in monitoring the quality of implementation and evaluating the success of the approaches.</p> <p>Assessment: Regular formative and summative assessments and review of progress and attainment data, including approaches identified through diagnostic assessments, to ensure funding is targeted precisely at the point of need. Assessment analysis completed at individual pupil, cohort, phase, school and trust level.</p> <p>Targeted Approaches: Supported implementation of NELI across all four schools: access to full training offer and materials; on-going coaching support; baseline and on-going assessments; peer support (in schools and across the Trust). Academic Mentor – support for the two eligible schools in recruiting, training, managing, deploying and evaluating the impact of an academic mentor.</p> <p>Monitoring plan: Clear rigorous and regular monitoring of the impact of the PP/Covid Catch Up Strategy (data, diagnostic assessments, observations, staff and pupil voice) in each school, with quality assurance from EHT and external QA.</p>	<p>Long term:</p> <p>Fidelity – all staff implementing the evidence based approaches, aligned with the original evidence.</p> <p>Acceptability – staff are confident and happy with the approaches (tiered) and apply them consistently.</p>	<p>In school pupil data evidences that the vast majority of pupils have 'caught up' their learning lost from the Covid 19 closure period.</p> <p>Long Term (Summer 2022): The gap in attainment to non-disadvantaged learners nationally narrows (ASP, Manchester IDS, in-school data, pupils' work, Pupil Progress Meetings, improved position within the Families of Schools Database rankings).</p> <p>A sound understanding of 'what works' in our schools, for our pupils.</p> <p>Disadvantaged learners from all CLIC schools make better than expected progress (scores above o).</p> <p>Five Year Target Position (Summer 2025): An outstanding curriculum and quality of education in all of our schools for all of our pupils: all groups of learners making good progress in all schools.</p>
Monitoring and Evaluation: Narrative to Support RAG Rating				
End Autumn 2020:	End Spring 2021:	End Summer 2021:		

Quality of Education – Digital Strategy

JQ=Trust IT Lead

Current Position - Why?	Active Ingredients – what?	Implementation Activities – how?	Implementation Outcomes – how well?	Final Outcomes – and so?
<p>Each school has an IT technician service (RC and DB – external provider; CP and OM – JQ).</p> <p>Three of the schools have accessed a day per week of JQ support; two have used this for technician support and one for targeted teaching and curriculum support.</p> <p>There are inconsistencies in the strength and confidence of teaching in IT within all of the schools.</p> <p>Three schools use the Purple Mash curriculum.</p>	<p>Active Ingredient 1 – Curriculum: An IT curriculum in all CLIC schools that is effectively sequenced and has a clear progression of knowledge and skills. A curriculum that goes beyond the National Curriculum and improves IT 'life skills'.</p> <p>Active Ingredient 2 – Teaching: All teachers in all CLIC schools are confident and competent teachers of IT.</p> <p>Active Ingredient 3 – Leadership: Every CLIC school has a highly competent and effective IT Leader who can offer expertise and enthusiasm and a universal and targeted professional development programme for staff (training, modelling, team teaching and planning, coaching).</p> <p>Active Ingredient 4 – Resources: All schools have IT equipment that is functioning, fit for purpose and enables effective teaching of the IT curriculum.</p> <p>Active Ingredient 5 – Remote Learning: All schools have the infrastructure, equipment, staff expertise and</p>	<p>Resourcing: IT Technician service funded from the top slice for all CLIC schools for 2020-21 academic year to enable JQ (CLIC IT lead) to focus upon this strategy. Clarify this offer within the CLIC Core Offer. Trust wide investment in the Purple Mash platform, embedding computing and digital skills across the whole curriculum. Undertake a review and update of the three year IT plan for resources and plan capital accordingly.</p> <p>CPD: Digital strategy working group (the IT lead(ers) from each school to work in in collaborative learning circle – meetings half termly in 2020-21 and termly in 2021-22. Collaboration with the Manchester Digital Strategy Group. JQ to offer an enhanced CPD offer – regular staff training in the CLIC schools (targeted on the basis of need – working with key year groups in an intensive way and then alternating), using staff meetings/INSET, modelling, team teaching and planning, coaching.</p> <p>Curriculum/Teaching: Review the evidence and research about remote online learning and explore the offers of other schools/ Trusts. Support schools in set up, staff training and on-going coaching and bespoke CPD. Ensure effective policy and protocols for remote learning are in place. JQ to work with the IT leads in each school to review and refine the curriculum (including seeking</p>	<p>Short term (April 2021): Feasibility - agreed technical provision services providing technical support to all four schools Acceptability – teachers and leaders are happy with the bespoke mentoring support from JQ, with increased confidence in curriculum and teaching of IT. Reach – all schools to receive bespoke support from JQ and access to the Digital Strategy CLIC Learning Circle half termly. Cost: MGL Technician £... Purple Mash £11,257.80</p> <p>Medium term (Summer/Autumn 2021): Fidelity - agreed technical provision after cost-benefit analysis and wider review of available support offers. Acceptability – IT leaders are happy with the move to a termly learning circle; IT leads and headteachers happy with the technician and IT curriculum/teaching support offer. Cost – on-going technician and curriculum support costs.</p>	<p>Short term (April 2021): All schools have the systems and staff skills in place to deliver effective remote learning. Remote learning platforms set up, in use and with positive feedback received. Exemplary IT Curriculum planning across the trust. DB introduced new scheme of work and teachers demonstrate increased confidence and effective teaching.</p> <p>Medium term (Summer/Autumn 2021): Impact of budget for this strand reviewed, with demonstrable impact upon curriculum, teaching and standards (evidenced, in part, via Deep Dives).</p>

	<p>confidence to deliver remote learning to pupils.</p>	<p>opportunities to enhance the curriculum beyond the NC).</p> <p>IT Leadership: Identify implementation champions within each school – staff displaying expertise and enthusiasm – and encourage these staff to support their colleagues. JQ to undertake ‘Deep Dives’ for IT at each school annually, support subject leaders and teachers in readiness. CLIC IT lead (JQ) develop close links with LAs, TSAs and other local schools.</p>	<p>Long term (Summer 2022): Fidelity/Acceptability – delivery of full IT curriculum, including full coverage of skills/topics.</p> <p>Feasibility – amount of support needed by each school matches the time available from JQ</p>	<p>Long term (Summer 2022): A hub of excellence for IT curriculum and Digital Strategy; the offer for CLIC pupils enhanced beyond the National Curriculum with pupils well prepared for future learning and employment.</p>
Monitoring and Evaluation: Narrative to Support RAG Rating				
<p>End Autumn 2020:</p>	<p>End Spring 2021:</p>	<p>End Summer 2021:</p>		

Leadership and Management: School and Trust Team

Current Position - Why?	Active Ingredients – what?	Implementation Activities – how?	Implementation Outcomes – how well?	Final Outcomes – and so?
<p>Clarity of CLIC values and on way to being embedded. Less clarity about the Co-operative Values.</p> <p>Established MLT (MAT Leadership Team) who meet termly to collaborate.</p> <p>A new CEO/EHT in post, September 2020 and a new sole head at OM.</p> <p>Regular staff well-being surveys are undertaken.</p> <p>CP is a designated Teaching School.</p>	<p>Active Ingredient 1 – Values: A truly values led organisation, with the values and ethical principles at the heart of policies and leadership.</p> <p>Active Ingredient 2 – Staff Development: A clear and exemplary professional development 'offer' for all staff working at CLIC, with holistic, person centred, performance management and access to a CPD career pathway (as well as a wealth of career opportunities) alongside robust position mapping and succession planning to mitigate risk.</p> <p>Active Ingredient 3 – Well-being: Happy staff, who feel that their well-being, health and development are prioritised.</p> <p>Active Ingredient 4 – Capacity: The CLIC team, and the team within each school, have the capacity to deliver a high impact core offer of support to</p>	<p>Values: Define the CLIC and Co-operative values (meaning, associated behaviours, exemplification) – whole CLIC community involvement and links directly with the Co-operative. CLIC whole staff INSET session about values. Ensure all policies are representative of the CLIC and Co-operative values, as well as ethical principles.</p> <p>Workforce Development Strategy: Review Performance Management approaches, to ensure all staff included and process is holistic and developmental. Clear understanding of staff development needs and aspirations to link to CPD. Progressive and high impact staff CPD programme and Career Development Pathways ('in-house' opportunities/ secondments and external) and a clear leadership development pathway (including enhancing links with MTSA). Staff development programme is central to the CLIC offer. Position Mapping in place to mitigate risk. Establish a Celebrating Diversity plan for CLIC (staff and governance).</p> <p>Well-being Strategy, encompassing staff and children: Developed by a Well-being CLIC Learning Circle, with representatives from a range of schools and staff roles. Strategy based on robust evidence. A Well-being offer for all CLIC staff and pupils established</p>	<p>Short term: Fidelity – the Workforce Development Strategy and the Well-being strategy align with the evidence base.</p> <p>Feasibility – the plans (CPD and staffing) within the Workforce Development Strategy are feasible for delivery</p> <p>Acceptability – headteachers are happy with the new processes for Performance Management and have been able to provide feedback on the process.</p> <p>Medium term: Fidelity – all policies and leadership decisions align with the CLIC and Co-operative values.</p> <p>Fidelity – the decisions of leaders align with the best evidence in that area and follow an evidence based approach to implementation</p> <p>Feasibility – the CLIC Team has the capacity to deliver the Core Offer.</p> <p>Reach – all Trust staff.</p>	<p>Short term (April 2021): Workforce Development Strategy and Well-being Strategy are written, ready for implementation.</p> <p>Revised Performance Management processes are trialled with Headteachers.</p> <p>CLIC has a recognised identity in the locality.</p> <p>Medium term (Autumn 2021): Values, which are clearly defined and understood, underpinning policies and leadership.</p> <p>All senior leaders to be evidence informed, ensuring that their decisions give them the 'best bet' of success.</p> <p>Revised Performance Management processes in place for all teaching and support staff.</p> <p>Implementation of Workforce Development Strategy underway – CPD offer, position mapping, diversity plan. Refined</p>

	schools, with a distributed leadership model in place.	<p>CLIC Team: Establish and develop the new CLIC team – clarity of roles (clearly communicated to all schools/governors), established meetings’ structure and systems, flow of information/communication, expansion of team in line with Trust expansion. Annual review of central CLIC team capacity and role descriptions to ensure highest impact and targeted at need. Plan for support and development of the new CEO/EH (based on need identified through Performance Management). Networks established (Greater Manchester and National – Forum Strategy) and engagement with the RSC new CEO Induction programme</p> <p>Targeted CLIC engagement in Greater Manchester networks (and regional/national networks where appropriate)</p> <p>Marketing strategy identified within the CLIC Communication Strategy</p>	<p>Long term: Feasibility – the CLIC Team has the capacity to deliver the Core Offer, in line with expansion and the developing Workforce Development Strategy.</p> <p>Fidelity – the Workforce Development Strategy is in place consistently across Trust schools.</p>	<p>Performance Management processes are in place for all staff.</p> <p>Long term (Summer 2022): Five Year Target Position (Summer 2025): A truly values driven organisation – CLIC and co-operative values. A highly positive reputation within Greater Manchester, with a clear CLIC identity for excellence, collaboration, evidence-informed school improvement and inclusivity. CLIC to be an employer of choice, an ‘investor in people’ with an exemplary and equitable staff development programme and staffing policies.</p>
Monitoring and Evaluation: Narrative to Support RAG Rating				
End Autumn 2020:	End Spring 2021:	End Summer 2021:		

Leadership and Management: Governance

Current Position - Why?	Active Ingredients – what?	Implementation Activities – how?	Implementation Outcomes – how well?	Final Outcomes – and so?
<p>A committed board of Trustees, Members and Governors.</p> <p>A training programme of two half day sessions annually for governors.</p> <p>Clerking from independent clerk and EA.</p> <p>Pressures of workload/ time commitment on governors, due to the need to undertake multiple roles/committees.</p> <p>Each LGB has one/two governors on the board of Trustees (including the chair); risks associated with retention due to workload, terms of office of chairs</p>	<p>Active Ingredient 1 – Governance Principles: A sound set of governance principles, which are adhered to, underpinned by the CLIC and Co-operative Values, that outline expectations of governors and the CLIC commitment to managing workload.</p> <p>Active Ingredient 2 – Governance Structures: A 'future proof' governance structure, meetings structure that operates within the desired flow of information and timescales, a clear and 'user friendly' Scheme of Delegation and Terms of Reference in place.</p> <p>Active Ingredient 3 – Governor Development: All governors, at all levels, able to access training, support and materials to enable them to fully understand their role and how to carry it out to the highest possible standards.</p>	<p>Establish a Governance Review Working Group to focus upon active ingredients one and two, drafting and reviewing the principles, structures, flow of information and meetings, SoD, ToR and agreeing the processes for wider consultation and timescales for implementation of any changes.</p> <p>Establish the key principles for CLIC governance, including a review of workload expectations and multiple roles.</p> <p>Undertake benchmarking of governance structures of successful, high performing trusts of a similar size.</p> <p>Seek the support of an NLG.</p> <p>Review of Governance – the structures, flow of information, structure of meetings, Terms of Reference, Scheme of Delegation, and model agendas/ workplans. Clear purpose communicated for each role and committee.</p> <p>Staged/staggered transition period to move from existing to new structures/ processes.</p> <p>A training and support offer established for Governors at all layers of CLIC (based on evaluation, skills audit and governor feedback as well as alignment with Trust and School Development Plans). A blended training model of universal training, bespoke training, CLIC governor induction, new to chair induction, collaborative networks, online short modules and courses, face to face events, and coached/paired support.</p>	<p>Short term: Feasibility – governance review exercise has been possible within the planned timescales.</p> <p>Acceptability – Members, Trustees, Governors, School Leaders and CLIC Team recognise the need for the governance review and accept the principles, structures and documentation.</p> <p>Medium term: Fidelity – governance aligns with the agreed structures, principles, SoD and ToR.</p> <p>Feasibility – the governor training programme responds to the availability and preferred methods/times of governors, resulting in high levels of engagement with the training offer.</p>	<p>Short term (April 2021): Governance review (including benchmarking exercise) and consultation undertaken – principles, structures, meeting flow, SoD and ToR agreed and transition towards adoption underway.</p> <p>A training programme for CLIC Governance is planned, with the first two online modules and the Link Governor support materials available.</p> <p>Processes and procedures are in place and followed to achieve accurate record keeping. To ensure Governors are kept up to date with relevant information from the external resources i.e. DfE, NGA.</p> <p>Medium term (Autumn 2021): Governance at every layer aligned with new structures/ documentation.</p> <p>Full training programme is underway for the 2021-22 academic year.</p> <p>Diversity strategy is in place, with active recruitment and local community development. GSO in post.</p> <p>Consistency across the Trust in terms of Clerking, communication and distribution of information at all levels of Governance. Advice provided to various committees/ Board i.e. good knowledge or Articles of Association, Scheme of Delegation and TOR/Workplans in order to Clerk affectively.</p>

<p>of LGB leading to transient Trustees board, and barrier to future growth.</p> <p>Governance meetings have been taking place via online platforms since March 2020 (due to the Covid 19 pandemic).</p>	<p>Active Ingredient 4 – Clerking/Governance Services:</p> <p>A CLIC Governance Support Officer, providing support to all layers of governance, clerking, links with the LAs of all CLIC schools and national governance associations, sourcing best practice exemplification.</p>	<p>High quality materials and resources to support CLIC governance, including a clear Link Governor support package.</p> <p>A clear strategy for improving the diversity of membership of the CLIC governance team, to ensure that governance is representative of the CLIC school communities.</p> <p>Recruitment of a Governance Support Officer for CLIC, with focused and strategic development of the role.</p>	<p>Long term:</p> <p>Feasibility – it has been possible to enact a governance diversity strategy, with positive outcomes.</p>	<p>Long term (Summer 2022):</p> <p>Highly effective governance, at all levels, with proven impact on pupils. (<i>self-evaluation at 'Strong Capacity' using the MAT SI Capacity Framework</i>).</p> <p>Governance structures in place that support expansion and a hub model; 'future proofed' Trust governance.</p> <p>A diverse governance board, representative of the communities of the schools.</p> <p>An informative, effective service to the Trust Governors/Trustees/ Members. Robust processes and workstream calendar for Governance.</p>
Monitoring and Evaluation: Narrative to Support RAG Rating				
End Autumn 2020:	End Spring 2021:	End Summer 2021:		

Growth

Current Position - Why?	Active Ingredients – what?	Implementation Activities – how?	Implementation Outcomes – how well?	Final Outcomes – and so?
<p>Four primary schools, all within Greater Manchester (CP – 1/9/16; DB – 1/11/19; OM – 1/9/16; RC – 1/9/20).</p> <p>Three schools good and one outstanding at last inspection.</p>	<p>Active Ingredient 1 - Intelligent growth:</p> <p>Growth model centred on capacity, ensuring that the Trust has the internal capacity (within the central team and our partner schools) to effect positive change in supporting all schools.</p> <p>Capacity based on a 2:1 ratio, whereby there are a minimum of two good or better schools to one school requiring support.</p> <p>Excellence first and then growth – look back with pride and forward with confidence.</p> <p>Staged execution (maximum of two schools join in any one academic year).</p> <p>Time spent building relationships prior to conversion to ensure alignment of values and direction and mentor provided for pre, during and post conversion (leadership and resources, supported CLIC 'induction' process).</p> <p>Active Ingredient 2 – Clear CLIC Identity, which is known within the region:</p> <p>CLIC Trust is known for excellence, collaboration, evidence-informed school improvement and inclusivity, with clear marketing strategy in place.</p> <p>Active Ingredient 3 – Due Diligence:</p> <p>Well established and robust Due Diligence processes (finance, buildings, HR, Education).</p>	<p>A clear core offer / services charter that: provides VFM; is responsive to school needs; aligns with the best research about school improvement. Reviewed annually (impact and needs).</p> <p>Planned expansion of the CLIC Central Team, to align with expansion: <u>Education team</u> (CEO/EH, External QA, Director of Education (PT from September 2021 and FT from 8 schools), Director of English / Director of Mathematics (PT from 5 schools), Collaborative Clusters – needs driven, Inclusion Lead (0.2 from 6 schools), <i>cost exploration for shared SEND administration</i>, Safeguarding Lead (0.2 from 5 schools) <u>Business team</u> (COO, Executive Assistant, Senior Finance Manager (CFO from 2022), IT Lead (0.6), HR Manager (FT from 8 schools), GSO (0.2 from 4 schools, 0.4 from 8 schools), Facilities Manager (FT from 10 schools)</p> <p>Implementation of a Communication and marketing strategy / Stakeholder Analysis (including a review and re-design of the CLIC website) – communicating the CLIC identity.</p> <p>CLIC Trust 'brochure' created and published, which includes the processes for joining. Published on the website.</p>	<p>Short term:</p> <p>Established medium and longer term expansion strategy of CLIC, with clear protocols to ensure intelligent growth, enhancing the lives of learners and mitigating risk.</p> <p>Communication (and marketing) Strategy established and implemented.</p> <p>Acceptability – Growth Plan and Communication Strategy are accepted by CLIC Team, Schools Leaders and BoD.</p> <p>Medium term:</p> <p>To establish the necessary structures (governance and central support) to enable the two groups model for the Trust, including process mapping.</p> <p>Clear Core Offer for CLIC academies.</p> <p>Fidelity – Intelligent Growth measures adhered to in all expansion processes and decisions (capacity, 2:1 ratio, staged, relationships, due diligence)</p> <p>Acceptability – Growth Plan and Communication Strategy are confidently implemented by CLIC Team, Schools Leaders and BoD, with regular feedback sought.</p> <p>Long term:</p> <p>Cost – all team expansion is viable and not a financial risk to CLIC.</p> <p>Fidelity – Intelligent Growth measures adhered to in all expansion processes and decisions (capacity, 2:1 ratio, staged, relationships, due diligence)</p>	<p>Ten primary schools, all within Greater Manchester, organised into two hubs of five – by August 2025.</p> <p>All schools good or better by their first inspection following conversion.</p> <p>Induction and support in early months – support programme.</p>

		Establish networks across GM – opportunities for school and leader collaboration; providing School to School Support. Targeted.	Feasibility – expansion of each additional school has been feasible within the capacity of the central CLIC team.	
Monitoring and Evaluation: Narrative to Support RAG Rating				
End Autumn 2020:	End Spring 2021:		End Summer 2021:	

Resources and Risk - draft

Current Position - Why?	Active Ingredients – what?	Implementation Activities – how?	Implementation Outcomes – how well?	Final Outcomes – and so?
<p>Broad internal audit programme in place; no strategic approach to internal audit programme, need to respond to new guidance from the ESFA.</p> <p>Due Diligence process with suppliers in place.</p> <p>Further work required around preferred supplier lists.</p> <p>The finance team is spread across the trust with one central finance manager. School admin staff are juggling finance and the child centred admin roles.</p>	<p>Active Ingredient 1 – Core Offer: Schools achieve VFM by being part of the CLIC Trust, accessing a high quality core offer of support and services.</p> <p>Active Ingredient 2 – Risk Management: Robust internal and external Risk Management systems and processes, with clear timescales and regular monitoring.</p> <p>Active Ingredient 3 – VFM: Streamlined centralised finance systems to ensure cost effective running of the organisation, alongside best value from contracts and additional income generation.</p>	<p>Preferred Supplier Lists: Benchmark against other trusts and businesses and environmental scanning for appropriate resources and suppliers. Have all schools using one supplier to increase our economies of scale and have more buying power/control. Work began in previous year to gather a list of regular used suppliers (e.g. supply, educational psychologist, premises maintenance). Work to continue, contacting other suppliers and receiving quotes across the trust. Gather information and feedback from the schools and their opinions of suppliers.</p> <p>Finance: Develop a central finance function. Use PSF to its full potential. Establish a timeline for staggered implementation. Implement a clear, creative and strategic approach to generating unrestricted funds income. Three year facilities and technology plan for each school within the Trust, clearly linked to the Capital Strategy. More specialised child centred admin services delivered in school offices.</p> <p>Risk: Establish a robust arrangement of procedures for internal and external health, safety and safeguarding support and auditing and a three year facilities plan for each of the schools to ensure all buildings are safe and optimal for staff and pupil outcomes. Rigorous Risk Review annually with each school and the Trust, with a clear action plan created and implemented.</p> <p>Governance: Audit Lead Trustee in place, to oversee the risk management of the Trust and Schools.</p>	<p>Short term (April 2021): Feasibility – all Risk Reviews have taken place within the timescales. Acceptability – an internal and external audit programme in place, which is acceptable to school leaders.</p> <p>Medium term (Autumn 2021): Feasibility/Acceptability – the Preferred Suppliers list has been established and is acceptable to school leaders. Acceptability – the PSF utilisation has been agreed by school finance and admin staff.</p> <p>Long term (Summer 2022): Feasibility – sufficient staffing to enable the centralised finance function to be successful. Acceptability – school leaders and office teams are happy and confident with the centralised finance function.</p>	<p>To ensure the financial security of all schools within CLIC and the Trust itself.</p> <p>Financial security for every school and the Trust – finance KPIs consistently met (>5% carry forward, whilst meeting Finance KPIs).</p> <p>CLIC schools get ‘more for less’ (a highly effective school support and quality assurance offer; excellent value for money through joint services provision – best value achieved from all contracts).</p> <p>Streamlined internal systems to ensure cost effective running of the organisation.</p> <p>Robust processes (both internal and external) for risk management, audit and action planning (including Safeguarding, Health and Safety).</p> <p>Trust is challenged appropriately and has key tools to decide where to focus its resources to benefit of its schools.</p>

		F&RC is a committee comprising a minimum of half of the Trustees Board.		
Monitoring and Evaluation: Narrative to Support RAG Rating				
End Autumn 2020:		End Spring 2021:		End Summer 2021:

Research and Evidence Rationale and References:

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Resources and Risk