



Strategic Plan 2020-2023





11-16 Secondary School

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11-16 Secondary School

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11-16 Secondary School

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11-18 Secondary School and Sixth Form

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Alternative Provision Independent School

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Our History

The Rodillian Multi Academy Trust has its roots in the 1930's. Rothwell Grammar School was founded in 1933 to educate the children of the small Leeds town and the surrounding areas. The school's alumni have long been nicknamed "Rodillians".

The first Headmaster, Mr Manley, established many of the principles upon which the Trust is built. He was a committed socialist and was driven by social mobility, he strived for the young people of Rothwell to compete on equal terms with their peers in independent schools. He saw sporting activity as of paramount importance employing a rugby coach and introducing school camps where the resilience of the students was tested. Mr Manley also believed that students should be proficient in a foreign language, he chose French (another parallel with Trust), and introduced annual French exchange visits to the Le Mans area, often visiting the Loire area for canoeing and kayaking. Mr Manley also believed that education was not just concerned with academic success, though he recognised the importance of qualifications to the working class students in his care. *"My idea of an educated person is a man or woman with a fearless and unprejudiced mind, who has developed his natural powers to the point at which he can delight in good things, so that he can himself have a full life, and by the fullness of his own life benefit all with whom he comes into contact"* he said at the first Speech Day.

Rothwell Grammar School became Rodillian High School following the Education Act 1976. By 2007 Rodillian High School became Rodillian Performing Arts College and had, after a period of underperformance went into Special Measures. A local school, Morley High was asked to come in and support during this period and they successfully helped navigate this very difficult period. In June 2008, Andy Goulty was appointed as Headteacher and he oversaw the move to the new building in September 2008.

The school quickly came out of Special Measures and its examination success followed moving from 19% 5A*-C including English and Maths in 2007 to 78% in 2018. This showed the school being recognised as the *"most improved school in the North of England"* by the Department for Education. The success of the school led to measured system leadership and school improvement work across the sector, followed by academisation in 2012 and Multi Academy Trust status in September 2014. Since 2014 the Trust has grown to four academies and an Alternative Provision Independent School (Southway). The Featherstone Academy and BBG Academy were both special measures schools when they joined the Trust and have gone through rapid transformation to become Good with significantly improved examination performance. Southway has come from special measures to becoming the highest performing PRU nationally for the last 6 years. Brayton Academy joined the Trust when faced with closure by the Local Authority. The Trust worked with Governors and the local community to keep the school open, the academy examination performance has increased dramatically and was judged Outstanding in

2019. The performance of the Trust has been incredibly strong, being named highest performing MAT by the Education Policy Institute (EPI) report of 2018.

Examination performance and its importance to our students is permanent. This however, goes in hand with our ground breaking work on our Resilience Curriculum, our commitment to “*private school opportunities for state school students*” and the building of self-confidence which allows out students to compete with children from all backgrounds.

Trust Board Statement of Core Values

The Trust is governed by a highly committed Board of Trustees from diverse and complementary professional backgrounds. All Trustees share the common purpose of ensuring that high quality educational experiences are the norm for every individual student in Trust academies.

In providing the strategic direction for the Executive Leadership, overseeing appropriate use of Trust resources, and setting a culture of accountability at every level, Trustees support a thriving learning environment. Trustees actively adhere to the Nolan Principles of Public Life, understanding the duty to act objectively with integrity, transparency and impartiality. As holders of public office each individual Trustee is guided by the belief that excellent education is a basic right for all young people. We act purposefully to provide a framework for that excellence to be achieved.

The Trust Board and all Trust staff share the vision that education should be focussed on providing the opportunities which transform life chances regardless of starting points or background, providing private school opportunities within our state-funded academies.

Our Aims

- ✓ To be consistently in the top tier nationally for **student progress** across all school trusts, striving to be the top performing Trust, by 2023.
- ✓ To further develop an **innovative curriculum** model incorporating resilience skills across an enhanced learning offer for students and staff, building on emerging approaches developed through deeper understanding of remote learning opportunities.
- ✓ To further improve **financial efficiency** and effectiveness demonstrating strong financial controls, high performance against school trusts of a similar size, and adherence to a reserves policy.
- ✓ To facilitate a comprehensive **capital infrastructure** development programme funded through the Trust and central grants which secures both maintenance and enhancement with a focus on equality of access by staff and students to excellent ICT and other facilities which support outstanding teaching and learning.
- ✓ To establish the Trust as the **employer of choice** for professionals joining in any setting through a guaranteed offer of high-quality ICT infrastructure, a well-disciplined learning environment, coaching for professional development and access to opportunities for career progression.
- ✓ To develop and define the distinctiveness of the Trust's offer as a potential **partner of choice** for other institutions through modelling outstanding curricular content and pathways, clear behaviour policies, the professional guarantee (outlined above) and strong assurance frameworks for good governance.

Student Progress

To be consistently in the top tier nationally for student progress across all school trusts, striving to be the top performing Trust, by 2023.

STRATEGIC PRIORITIES

- to provide the highest quality teaching and learning for all students;
- provide innovative curriculum opportunities for all;
- develop a minimum standard classroom experience for teaching staff as part of the professional offer;
- to be at the forefront of pedagogical, curriculum and leadership research;
- to further develop the use of exam board expertise and subject specialists;
- effective recovery following the impact of the coronavirus pandemic;
- to develop expert SEND provision consistently across the Trust.

KEY PERFORMANCE INDICATORS

- ✓ progress and attainment measures – including FFT5, SSAT Top 10% and DfE Performance Tables;
- ✓ attendance, exclusion and NEETs – attendance 97%; 0% permanent exclusion and 0%; NEET, university and Russell Group places;
- ✓ Education Policy Institute (EPI) contextualised performance report.

Innovative Curriculum

To further develop an innovative curriculum model incorporating resilience skills across an enhanced learning offer for students and staff, building on emerging approaches developed through deeper understanding of remote learning opportunities.

STRATEGIC PRIORITIES

- to be at the forefront of curriculum research;
- effective recovery following the impact of the coronavirus pandemic;
- implement new modes of delivery to ensure progress both in the academies and remotely at home;
- to further develop the contextual curriculum to reflect contemporary issues;
- to develop expert SEND provision consistently across the Trust;
- to further develop and differentiate the resilience curriculum;
- to introduce the aspirational curriculum.

KEY PERFORMANCE INDICATORS

- ✓ progress and attainment measures – including FFT5, SSAT Top 10% and DfE Performance Tables;
- ✓ attendance, exclusion and NEETs – attendance 97%; 0% permanent exclusion and 0%; NEET, university and Russell Group places;

Financial efficiency

To further improve financial efficiency and effectiveness demonstrating strong financial controls, high performance against school trusts of a similar size, and adherence to a reserves policy.

STRATEGIC PRIORITIES

- determine a clear reserves policy for the Trust and each Academy to ensure viability and financial security;
- regularly review the way we delegate so that the Trust maintains the appropriate balance between oversight and financial control;
- provide highly effective and supportive core services that free up leadership time at academies to focus on providing the best education for our students;
- allocate resources effectively and efficiently to ensure equality of opportunity.

KEY PERFORMANCE INDICATORS

- produce three-year forecasts and monitor performance;
- conduct external and internal reviews of its controls and processes;
- the cost of the core service will be as low as possible to ensure that resources are available to academies;
- the trust will regularly benchmark its performance against similar trusts.

Capital Infrastructure

To facilitate a comprehensive capital infrastructure development programme funded through the Trust and central grants which secures both maintenance and enhancement with a focus on equality of access by staff and students to excellent ICT and other facilities which support outstanding teaching and learning.

STRATEGIC PRIORITIES

- equity of resource across the Trust;
- sustained significant investment in capital works;
- maintain a safe and secure estate across the Trust;
- sustainability/energy efficiency.

KEY PERFORMANCE INDICATORS

- ✓ equality of access which is conducive to 21st century learning;
- ✓ energy costs savings;
- ✓ successful CIF bid applications;
- ✓ compliance with Health and Safety duty.

Employer of choice

To establish the Trust as the employer of choice for professionals joining in any setting through a guaranteed offer of high-quality ICT infrastructure, a well-disciplined learning environment, coaching for professional development and access to opportunities for career progression.

STRATEGIC PRIORITIES

- continue to enhance the comprehensive coaching programme;
- further development of leaders and internal succession planning;
- de-clutter performance management process;
- enhance provision of external set and marked assessments to reduce teacher workload and support professional development;
- trusted and supported to develop own pedagogy;
- maintain highest standards of behaviour in order for teachers to teach;
- further develop the professional offer including minimum classroom expectations;
- continue to develop employee/employer relations and staff well-being.

KEY PERFORMANCE INDICATORS

- ✓ high quality recruitment retention and succession planning;
- ✓ stable, happy, motivated staff body;
- ✓ Staff Survey results.

Partner of choice

To develop and define the distinctiveness of the Trust's offer as a potential partner of choice for other institutions through modelling outstanding curricular content and pathways, clear behaviour policies, the professional guarantee (outlined above) and strong assurance frameworks for good governance.

STRATEGIC PRIORITIES

- expand the Trust annually across difference contexts;
- develop a bespoke, robust due diligence process;
- further enhance the Central Services offer to support growth;
- develop further the successful school-to-school support opportunities;
- continue to develop the Trust Board further to enhance the skills set available;
- build upon accountability of each Academy Local Review Board to support the Trust Board.

KEY PERFORMANCE INDICATORS

- ✓ all academies are full or growing;
- ✓ no vacancies at LRB and Trust Board levels;
- ✓ growth of the Trust.

Excellent Standards of Behaviour

ENCOURAGEMENT, NOT PUNISHMENT

Traditional values of discipline and respect are a crucial part of our ethos at the Trust, as we believe these are essential for creating a safe, harmonious and nurturing environment for both staff and students alike. We take a no-tolerance attitude towards bullying.

Classroom behaviour is addressed consistently through positive discipline (PD) which enables teachers to teach and develop their pedagogy innovatively by taking risks and allowing for teacher freedom. Our policy removes the day-to-day frustration endured by many teachers; at a Trust academy you can expect the highest levels of student cooperation and engagement. Poor behaviour is managed outside of the classroom by our Pastoral and Leadership Teams enabling teachers to concentrate on teaching.

Discipline is not the same thing as punishment, and we make sure our methods of discipline are always fair, considered, caring and positive. Where possible, we prefer to focus on encouragements and rewards, rather than punishment and exclusion, in order to build a better community in each academy – and across the Trust as a whole.

We have a strong moral purpose; everything we do is for the benefit of everyone that comes together to make up the Trust. Our emphasis is always on co-operation – between different students, between students and teachers, between teachers and senior staff, and between different academies within the Trust.

The Trust is dedicated to safeguarding and promoting the welfare of the children who attend our academies, and we work hard to ensure that students feel safe, supported and encouraged to achieve their very best.

Our academies benefit from strong, supportive and caring leadership, with students who are, above all, treated as individuals.

Creative Approaches to Planning a Curriculum

At the centre of our ethos is a commitment to the development of character, resilience and a growth mind-set. The research-led curriculum provides our students with opportunities and skills that they may not have had access to and gives them experiences that raise their aspirations for the future.

Our curriculum is designed to meet the needs of ALL of our students; its core aims are:

- ✓ to develop mastery of subjects in terms of both knowledge and skills;

- ✓ to develop resilience; emotionally, physically and academically;
- ✓ to develop self-confidence and self-worth;
- ✓ to raise aspirations and the aspirations of our community;
- ✓ to achieve a range of relevant qualifications and experiences across all key stages;
- ✓ to equip our students for their next stage and future stages of learning;
- ✓ to develop British citizens who respect the rule of law, the rights of others and who make a positive contribution to our community.

We strive to develop a growth mind-set in each of our students and our staff – a belief that intelligence is not fixed or inherited but can be improved, if we learn from our mistakes and continually work hard. We believe so fervently in the importance of Growth Mindset that we have developed a curriculum – the Resilience curriculum – that helps students to practise it.

The Resilience Curriculum's objective is to challenge low aspirations robustly and give students the knowledge and strategies to change their mind-set. Students in Year 7 have lessons where they learn to learn, to fail and to bounce back from those failures. Resilience lessons develop self-confidence through developing presentation skills and team work, mastery of skills, such as juggling and speaking French, which many think they are unable to do, promoting high standards of work through redrafting and editing, good learning habits through learning about the memory and revision techniques, and self-belief through their understanding of the brain. The French lessons are designed to encourage and support our students to take the leap of communicating in French – in France – on our yearly trip to the Ardeche; the climax of the Resilience Curriculum.

These essential life skills develop into Years 8 and 9, within Applied Resilience, where students are further challenged to extend their learning into new areas which they have not experienced before and master new knowledge and skills – again building their self-confidence beyond the traditional curriculum. In some cases, inspiring them to think of exciting future careers. All subjects are delivered in school time and are offered by our dedicated teaching staff, who have a passion for something beyond the normal curriculum.

Examples of Applied Resilience activities are:

- | | | |
|------------------------|-------------------|---------------------|
| ✓ Netball Academy | ✓ Mountain biking | ✓ Duke of Edinburgh |
| ✓ Rugby Academy | ✓ Boxing | Award |
| ✓ Dance Academy | ✓ Kick Boxing | ✓ Photography |
| ✓ Fashion illustration | ✓ Computer | ✓ Art textiles |
| ✓ Horse riding | programming/video | ✓ Film making |
| ✓ Skiing | game design | |

Also, in Year 8, students follow our innovative and creative Contextual Curriculum, which explores what connects our community to the rest of the world and allows students to make sense of the issues surrounding them today. We are committed to developing our students into compassionate, pragmatic, well-informed citizens and use the events of the past to inform our geographical and historical position today.

Year 9 students have the opportunity to study pre-options with the aim of engaging, inspiring and up-skilling students so that they are enthusiastic about their option choices and prepared for success.

In Year 10 and 11, students focus on the core, but choose from the widest range of options subjects that we can give them, thus giving them a broad base of experiences on which to make informed choices for post 16.

At the Rodillian Academy, these principles continue into the Sixth Form. We are developing our Sixth Form Curriculum to include tangible pathways into both academic and vocational degree subjects, the world of work or higher-level apprenticeships. Our vocational pathways will include relevant work-related learning opportunities such as sports leadership, business languages and childcare, whilst our more academic pathways will benefit from our developing links with high quality Russell Group Universities.

Across all the academies, we offer an elite rugby and netball programme which includes excellent training facilities, regular competitive fixtures and trips and tours, providing our students with amazing and challenging experiences throughout their school journey. At both the Rodillian and BBG Academies, we are proud to provide students with the opportunity to enrol through the Sports Trials route and join us in Year 7.



Life Skills

FACING THE WORLD WITH CONFIDENCE AND ASPIRATION

We aim to help every single student, who comes through a Trust academy, to develop the skills they need to transition into the wider world as self-confident, capable and resilient young adults. These essential life skills ensure that, wherever students go after they leave the Trust, they have growth mindset required to pursue all their goals.

Aspiration is an essential part of what we do; every student, who attends one of the academies in the Trust, has their life chances transformed. We place a great deal of emphasis on encouraging our students to raise their aspirations and then equip them to achieve their goals. We enable our students to compete with their privately schooled counterparts with confidence and composure, equipping them to hold their own in any setting, among any group of people of any background. Wherever our students want to go when they leave us, our goal is to help them get there and to excel when they do.

We ensure that all students, irrespective of background, ability or barrier to learning receive care, attention and support equally in order to secure lifelong skills.

We also raise the aspiration levels for the staff that work with us, helping them achieve their career goals and learn new skills.

Our goal is also to raise the aspirations of the schools that become part of our Trust, improving results, introducing innovative new practices and providing a better standard of education for the local area.

Culture of Support

OUR PROFESSIONAL OFFER

The Trust will ensure that equality, diversity and inclusion run through everything we do and offer high-quality staff development opportunities in order that the Trust is the employer of choice. This means we will:

- ✓ promote opportunity and achievement for all;
- ✓ be as accessible and inclusive as possible;
- ✓ build a diverse and representative workforce;
- ✓ work productively with our key partners including trade unions, local authorities and other schools;
- ✓ treat everyone we support fairly and with respect;
- ✓ maintain and recruit happy, committed, safe, risk taking, research-led staff;

- ✓ give staff the freedom to develop their own skills and teaching styles, in a leadership structure that is not needlessly hierarchical or authoritarian;
- ✓ provide a leading Coaching programme alongside non-judgemental but supportive lesson observations coupled with no unnecessary paperwork around planning lessons;
- ✓ offer internal succession planning and career development opportunities to sustain and retain high quality teachers.

To develop and enhance our current School's Direct Training Alliance into a Trust Learning Institute. We believe in growing our own talented teaching leaders of the future and investing in our staff through quality accredited programmes and coaching. In conjunction with Leeds Trinity University and Leeds Beckett University, we have developed an exciting one-year programme which will give the opportunity to experience schools in a range of contexts, gaining a PGCE at the end of the year.

The academies that make up the Trust are all within driving distance of each other, allowing our academies to work together and share resources to ensure students across the Trust are receiving equal opportunities, and meeting the same high standards. Each academy in the Trust has its own unique identity, and faces different challenges in improving academic results, but receives the same support and enjoys the same excellent standards. We celebrate these differences, while ensuring that the Rodillian ethos underpins everything we do – delivering the best possible outcomes to every academy.



With the introduction of the Trust Training Alliance, we are also able to offer the opportunity to train through the School Direct initiative across a variety of secondary academies in the Leeds area, Featherstone and Selby, with discussions for similar arrangements with several other schools across West and North Yorkshire already underway. We also have ongoing partnerships with NCSL, Leeds Trinity University, the University of Leeds, and Leeds Beckett University. This is to ensure that our staff receive the very best in professional development, and that we can also support

other schools in reaching the same high standards that we have achieved across the Trust.





FORWARD THINKING AND PROACTIVE


At the Trust, we believe in change and in doing things differently. We pioneer new techniques, take the lead in tackling important issues and use a research-led approach to new areas.

We're a dynamic institution, open and responsive to change and dedicated to ensuring that everyone's experience with the Trust is a transformative one.

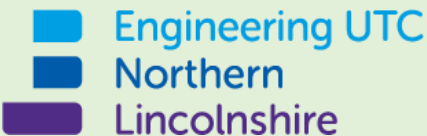


We relentlessly pursue ways to improve and grow as an organisation.





Our Academies


	Joined the Trust	Ofsted on joining	Current Ofsted	Performance	2018/19	2019/20
	July 2015	Inadequate/ Special Measures	Good	P8	+0.24	n/a
				Standard Basics	78%	81%
				Strong Basics	54%	57%
	September 2016	Good	Outstanding	P8	+0.52	n/a
				Standard Basics	66%	70%
				Strong Basics	43%	46%
	September 2014	Inadequate/ Special Measures	Good	P8	-0.32	n/a
				Standard Basics	53%	63%
				Strong Basics	28%	35%
	Formed - September 2014	Special Measures	Good	P8	+0.05	n/a
				Standard Basics	72%	77%
				Strong Basics	48%	59%

Performance		2018/2019		2019/2020	
		Cohort	Post Jan 19 (SPT)	Cohort	Post Jan 20 (SPT)
	% with a qualification	100%	100%	100%	100%
	% with English or Maths	100%	100%	100%	100%
	% with English and Maths	100%	88%	100%	100%
	% with 5 or more qualifications	100%	13%	80%	100%

School Improvement Support – Performance

	Started working with the Trust	Ofsted at that point	Ofsted following support	Performance		
	June 2017 – Aug 2018	n/a	Good	P8	-0.71	-1.13(2019)
				Standards Basics	53% (2018)	35% (2019)
				Strong Basics	33% (2018)	26% (2019)
Ofsted Comments	The UTC uses its partnership with other schools effectively to check the accuracy of assessment and to improve the quality of teaching.					
	May 2017 – Aug 2018	Inadequate	Requires Improvement	P8	-0.04 (2018)	-0.2 (2019)
				Standard Basics	42% (2018)	43% (2019)
				Strong Basics	26% (2018)	26% (2019)
Ofsted Comments	The principal worked swiftly alongside governors to commission experienced external support for leadership in the school from a variety of sources, in particular Rodillian Multi Academy Trust. Through this, leaders are overhauling systems, policies and procedures so that the school can improve rapidly					
	Nov 2015 – Aug 2018	Inadequate	Requires Improvement	P8	n/a	-0.49 (2019)
				Standard Basics	0% (2018)	39% (2019)
				Strong Basics	0% (2018)	20% (2019)
Ofsted Comments	The chief executive officer of the Rodillian Multi Academy Trust, together with some of his senior leaders, have worked closely with the school since the previous inspection. This support has had a positive impact. Leaders from the Rodillian Multi Academy Trust have worked with leaders to embed the 'positive discipline' policy. As a result, behaviour has improved and there is a more positive climate for learning.					

	Started working with the Trust	Ofsted at that point	Ofsted following support	Performance		
	Oct 2016 – Dec 2017	Requires Improvement	Good	P8	n/a	-0.17 (2019)
				Standard Basics	n/a	53% (2019)
				Strong Basics	n/a	32% (2019)
Ofsted Comments	The school improvement adviser has provided effective training and challenge to senior leaders, middle leaders and governors. This has helped them to develop their leadership skills in monitoring and evaluating the school's work.					
	Nov 2013 – Dec 2017	Special Measures	Making good progress	P8	0.1 (2017)	-0.65 (2018)
				Standard Basics	51% (2017)	51% (2018)
				Strong Basics	30% (2017)	30% (2018)
Ofsted Comments	United Learning has brokered support from the Rodillian Multi Academy Trust. This has led to effective leadership support at both senior and middle leadership level. This is helping to drive improvement across the school.					
	Sept 2013 – Aug 2018	n/a	Good	P8	0.38 (2018)	0.02 (2019)
				Standard Basics	63% (2018)	86% (2019)
				Strong Basics	63% (2018)	29% (2019)
Ofsted Comments	The [Rodillian Multi Academy Trust] Executive Headteacher monitors the quality of teaching and has taken action when this is not strong enough. He undertakes learning walks and scrutinises students' books to ensure they are being marked in accordance with the school policy and that work is well presented.					
	Sept 2019- Aug 2020	Special Measures	Taking effective action	P8	-1.03 (2019)	
				Standards Basics	36% (2018)	43% (2019)
				Strong Basics	19% (2018)	23% (2019)
Ofsted Comments	The Rodillian Trust continues to provide support for the trust at senior leadership level, this support has had irrefutable positive impact on improving pupils' behaviour and staff morale.					

	Started working with the Trust	Ofsted at that point	Ofsted following support	Performance		
	Sept 2018 – date	n/a	Requires Improvement	P8	-1.4 (2018)	-0.5 (2019)
				Standard Basics	42% (2018)	56% (2019)
Ofsted Comments				Strong Basics	23% (2018)	38% (2019)
	<p><i>The new headteacher, together with governors and trustees, is successfully improving the quality of education pupils receive. Since his secondment from The Rodillian Multi Academy Trust (the trust) in September 2018, the headteacher has successfully improved pupils' attendance and behaviour. Staff morale is high, the quality of teaching is improving and leaders' capacity to further improve the school is clear for all to see. Governors say, and inspectors agree, that they have 'raised the bar' in terms of their expectations this year.staff and pupils say that pupils' behaviour has improved markedly since September 2018.</i></p>					

Trust Investment

Since 2014, the Trust has invested £7.8m on CIF funded capital projects across our academies. This has included:

- ✓ Considerable improvements to the fabrications and appearance of the buildings at Brayton Academy and The Featherstone Academy;
- ✓ Improvements to the boiler and heating system to become more sustainable and efficient at The Featherstone Academy;
- ✓ Enhancements of the windows, doors and fire safety to be more compliant and fit for purpose at the Brayton Academy and The Featherstone Academy;
- ✓ Upgrade to roof at Brayton Academy along with heating and DHW replacements;
- ✓ Significant building expansion at BBG Academy to meet the growing needs of the community.

Upcoming CIF projects – 2021

- ✓ Upgrades to heating and DHW including more efficient radiators at The Featherstone Academy;
- ✓ Heating and pipework replacements at BBG Academy.

Other Investments have included:

- ✓ Upgrades to the minibus fleet;
- ✓ Gas pipework replacement at Brayton Academy to ensure science laboratories were safe and fit for purpose;
- ✓ SMART board installation;
- ✓ Significant remote learning technologies and hardware;
- ✓ Centralisation of IT infrastructure.

Key dates in the development of the Trust

Below is a timeline of key dates for the development of the Trust, indicating when each academy joined.

