



Penhill Academies Trust

Strategy Document

July 2017



Contents:

1. *Who are we?*
2. *Vision*
3. *Aims*
4. *Areas of collaboration*
5. *Joining the Penhill Trust*





Who are we?

The Penhill Academies Trust (PAT) is a highly successful umbrella trust formed of five neighbouring stand-alone academies: Blackfen, Hurstmere, Sherwood Park, Bexley Grammar and Chislehurst and Sidcup Grammar all rated by Ofsted as at least 'Good'.

Each academy within the Trust is unique and retains its own individual identity and distinct governing body. All schools retain their autonomy, have an equal standing across the trust and their contributions are heard and respected. There is a Board of Directors for the Penhill Trust which consists of the Head Teachers of the schools and their respective Chairs of Governors; again, all directors have equal rights.

Vision

To work in partnership across the Trust with all stakeholders to provide innovative opportunities and raise aspirations and outcomes for all.

Aims

As Governors and School Leaders, we recognise that in order to continually improve and sustain high standards in the ever changing educational landscape, we need to work collaboratively with like-minded partners. The stand-alone academies under the umbrella of the PAT undertake to utilise expertise across the Trust to support each school at an appropriate level through formal collaboration to achieve the following aims:-

- To improve learning outcome for their pupils;
- To improve the welfare of their pupils;
- To effectively prepare pupils for the next stage of their learning journey – from KS2-3, KS4-KS5 and then on to higher education;
- To provide quality CPD (continuous professional development) and improved opportunities for recruitment and career development in order to develop all staff across the trust;
- To share and develop leadership skills at all levels including governance;
- To achieve increasing value for money through economies of scale.





Areas of Collaboration:

1. Improving Teaching and Learning Outcomes

We believe that core skills are central to curriculum planning ensuring that every child is educated in the basics of English and Maths to the highest standard possible. We pride ourselves in high expectations supported by a belief that given the opportunity all pupils can achieve their full potential.

a. Improving Literacy, with a particular focus on boys, including:

- Vocabulary, especially in the disadvantaged
- Cultural difference and home conditions
- School-wide or inter-school competitions
- Team-building exercises
- Develop links with sports clubs

b. Improving Numeracy, with a particular focus on girls, including:

- Develop confidence in girls' numeracy
- Role models for STEM subjects

c. Improving teaching, including:

- Share good practice
- Shared lesson observations
- Shared verification of teaching and learning judgements
- KS3 coordinators in English, Mathematics and Science mutually share good practice with Primary School teachers

2. Improving the Welfare of Pupils

Leaders share good practice to ensure the safety and well-being of children in our care.

a. Effective parental engagement with online safety, including:

- A joint conference or information evening
- Shared online resources
- Shared outside speakers

b. Develop and improve mental health:

- Develop close family liaison with shared families
- Liaise, where appropriate on Child Protection issues
- Shared online resources, website compliance





c. Pupil leadership opportunities

- Pupils tutoring/supporting across phases and schools

3. Improving Transition

Schools strive continually to improve communication between phases to support smoother transitions.

a. Common Admissions procedures across the three non-selective schools.

- Parents supported through the secondary transfer and post 16 process by trust schools in each phase.
- Presently 10-15 students move from Sherwood Park to Blackfen School and similar numbers make the transition to Hurstmere

b. Teacher exchanges across phases to share schemes of work, including:

- A focus on English and Maths schemes of work to minimise the 'dip'
- Secondary science teachers work with primary teachers to improve science schemes of work and teaching

c. Work Experience

- Currently students from Blackfen School carry out work experience at Sherwood Park and Hurstmere School

d. Careers

- All secondaries have careers events that could be shared, combined, or expanded

4. Improve CPD and Career Development for Staff across the Trust

Leader across the schools will create a culture enthusing other to believe in themselves. They support each other in order to build capacity and develop the aspiration to be leaders.

a. Shared INSET

- NAML at Blackfen
- Middle leaders' training using the range of contexts available
- Growth mindset training, especially building on work at KS2
- Specific subject expertise
- Wellbeing, eg. Mindfulness training at Chislehurst and Sidcup

b. Mentoring





- Mentoring across phases to support transition and child development from 3-18
- c. Skills and skills gaps
- KS2-3 transition, learning from primary colleagues
 - KS4-5 transition
 - Developing subject specialist knowledge, eg. Computer Science
- d. Training of new teachers, focused on improved recruitment, especially in shortage areas

5. Developing Leadership

Working in partnership give leaders at all levels the opportunity to have a professional dialogue with other high achieving schools, to safeguard pupils, raise standards and take a proactive approach to tackling change.

- a. Share good practice
- Blackfen accredited to provide NAML course
 - Shared Governance training – annual governors’ training day
- b. Mentoring
- Opportunities for mentoring at middle and senior leadership in different contexts
- c. Succession Planning
- Teacher recruitment planning, especially in shortage areas
 - Develop/retain new leaders within the Trust
 - Secondment of staff and/or governors across the Trust
 - Source governors with specific skill sets from across the Trust
 - Shared strategic planning for governors

6. Improving Economies of Scale

We consider that sound financial management is vital to the future success of any school or group of schools and therefore we will actively seek opportunities to benefit from economies of scale where it is appropriate to do so. It is anticipated that the procurement of some goods and services across the trust together with sharing of knowledge, resources and expertise could generate significant cost savings.

- a. More efficient procurement of services involving close liaison between Business Managers, including:
- HR, OH, staff wellbeing
 - In-house consultancy





- IT
- Premises/grounds
- Utilities
- Administrative functions
- Educational Welfare
- Counselling
- School Nurse
- Clerkship

Joining the Penhill Academies Trust

The schools in the PAT, are open to new members who are a good match for the Trust and share its vision and aims. All schools will maintain their individuality within the Trust. The Penhill Academies Trust does not require any financial contribution and governing bodies and leaders maintain autonomy over their own schools and specifically their own finances.

