



**The Sycamore
Church of England
Trust**

Grow together, Learn forever

Welcome

Trust Networking Event

Thursday 6th June 2024

Introductions - Contributors

- Ian Young, Trust Leader
- Mark Granby, Chair of Board of Trustees
- Clare Shivnan-Taylor, School Improvement Lead
- Sally Denney, Headteacher, St. Stephen's, Bury
- Elizabeth Cook, Headteacher, Radcliffe Hall



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Context – Recent Local Developments



Manchester Diocesan Board of Education has published their revised **Academy Strategy**



Bury Council has published **The Changing School Landscape** discussion paper



Bury Council has also published the **Pupil Place Planning Strategy 2024 - 2028**

Our Growing Trust Family



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St John's
CE Primary School



Why? and why now?

- Changing the perception that joining a trust is a **punishment** rather than **an opportunity**
- **Partnership working** with other schools and organisations to improve life chances for **all our young people**
- A clear and collective sense of purpose - cultural alignment to collaborative practice with **a determination to see each other's schools succeed**
- Mutually supportive relationships at all levels develop and thrive through **professional networks**
- Headteachers that are valued, professionally developed and supported. **Touchstones of purpose**



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So, what is a high-quality trust?

The DfE has published the **5 pillars of trust quality** - descriptors covering high-quality inclusive education, school improvement, workforce, financial management, and strategic governance.

The descriptors aim to set out what is expected of high-quality academy trusts in terms of delivering statutory functions

The descriptors and associated evidence will be used by the government's Regions Group when making decisions about creating, consolidating or allowing growth of academy trusts.

Trust Quality Descriptors provide a framework for evaluating the performance and quality of trusts against defined standards set by the Department for Education.

High Quality and Inclusive Education

Theme	Description
Culture	Creates a culture in all its schools that is motivating and ambitious for all, including disadvantaged children and children with SEND, so that students can achieve their full potential.
Curriculum	Oversees the design and implementation of ambitious, broad, well-sequenced and knowledge-rich curricula in all of its schools.
Student Outcomes	Achieves good outcomes for all its students by delivering education that is both high-quality and inclusive.
Accessible to All	Operates fair access. Welcomes and effectively teaches disadvantaged children and children with SEND from their local areas.

High Quality and Inclusive Education

Theme	Description
Inclusive Pastoral Support	Supports students and schools to address issues so students can stay in mainstream school where possible. Supports students to re-join mainstream education when they have spent time in Alternative Provision.
Enrichment	Enables children to take part in sport, music and cultural opportunities that enrich the curricula and support children's wider development.
Behaviour and Attendance	Ensures its schools are places where all students attend regularly, are kept safe, feel calm and supported, and are able to actively participate and progress.
Destinations	Ensures all children leave its schools well prepared for the next stage of education, employment or training and prepared to become confident citizens.
Collaboration	Works collaboratively with schools, trusts, local authorities, dioceses, parents and other civic partners to ensure the delivery of statutory functions and acts in the wider interests of the local community.

School Improvement

Theme	Description
Culture	Creates a culture of continuous improvement in its schools through self-evaluation, challenge, support and appropriate action.
School improvement Model	Has a clearly defined and effective strategy to improve and maintain the performance of schools that are already part of the trust, as well as those that join.
Transformation	Takes on challenging schools and transforms previously underperforming schools by delivering broad and sustainable improvement.
System-led improvement	Supports the wider system in sharing best practice; helps underperforming schools to improve; and contributes to building a trust-led system.

Workforce

Theme	Description
Culture	Creates a high-performing working culture for all staff that promotes collaboration, aspiration and support. Uses the flexibilities of the trust structure to create opportunities for staff. Recognises the critical value of high-quality teaching and champions the profession.
Workload	Fosters a supportive working environment by managing workload, prioritising wellbeing and taking action to support all staff.
Retention	Supports the retention of great staff both within the individual trust and across the school system.
Working Environment	Prioritises effective behaviour and attendance policies to create a safe environment in which to work and learn. Utilises the trust structure so that staff are empowered to deliver their best.

Workforce

Theme	Description
Developing New and Early Career Teachers	Makes a positive contribution to the wider system by delivering high-quality training and/or placements for trainee teachers. Supports early career teachers through the Early Career Framework.
Continuing Professional Development	Encourages and enables all staff to build their expertise through evidence-based professional development and mentoring.
Collaboration	Builds an innovative and vibrant community of professionals, collaborating across schools and other trusts to develop and share expertise and evidence-based practice.
Line Management & Career Progression	Ensures every member of staff is effectively line managed to maintain high performance. Actively encourages career progression opportunities across the trust.
Equality, Diversity, Inclusion	Ensures inclusive working environments, supports flexible working and takes action to promote equality and diversity.

Finance and Operations

Theme	Description
Culture	Recognises the importance of effective and efficient use of resources for the benefit of all schools in the trust and the wider education system.
Financial Strategy	Uses financial data and intelligence to set a stable, accurate and sustainable long-term financial strategy for the trust. Has a clear approach to delivering value for money through effective budgeting and risk management.
Resource Allocation	Demonstrates efficient and effective use of resources, for example through school and trust resource management benchmarking tools and Integrated Curriculum and Financial Planning.
Capital Strategy	Maintains and invests sustainably in the trust's capital infrastructure, including buildings, digital infrastructure and technology.

Finance and Operations

Theme	Description
Reserves	Operates a well-planned reserves policy that provides sufficient contingency for cashflow and any unplanned, urgent expenditure and aligns resources to expenditure priorities across all its schools.
Financial information Management	Has strong financial and information management systems with effective oversight, for example ensuring data compliance and having policies and processes in place to minimise risk of fraud, data breaches and financial mismanagement.
Collaboration	Builds an innovative and vibrant community of professionals, collaborating across schools and other trusts to develop and share expertise and evidence-based practice.
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Governance and Leadership

Theme	Description
Culture	The board and executive leadership team anchor the trust's strategy in the needs of its schools, the communities they serve and the wider educational system in line with its charitable objects. The Accounting Officer, board and leadership team create a culture of ethical leadership, including the Seven Principles of Public Life.

The Sycamore Trust - Through the Lens of:

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- Clare Shivnan-Taylor, School Improvement Lead
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We strongly believe that:

- All schools are unique
- All schools should reflect the needs of their community
- All schools should determine a curriculum that meets the needs of its community
- All schools should work in close partnership with parents and the community
- All schools should be committed to one another's success and to learning from each other



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Our Values

- Inclusion
- Compassion
- Aspiration
- Resilience
- Excellence

‘For I know the plans I have for you,’ declares the Lord, ‘plans to prosper you and not to harm you, plans to give you hope and a future.’

(Jeremiah 29:11)



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Our Shared Principles

Everyone has something to offer

We are on a shared journey, being there for each other and not feeling isolated

We are here for the whole person, spiritually, morally and socially

Trust, honesty, empathy and social responsibility are the principles that frame our work



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Opportunity for Questions

Informal discussions in your table groups



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