



CMAT and Ely College – A bright future

20th May, 2016

Shirley Jamieson – Chair of Trustees

Mark Woods - CEO

Dr Ian McEwan – Chief Operating Officer

Richard Spencer – Executive Vice Principal

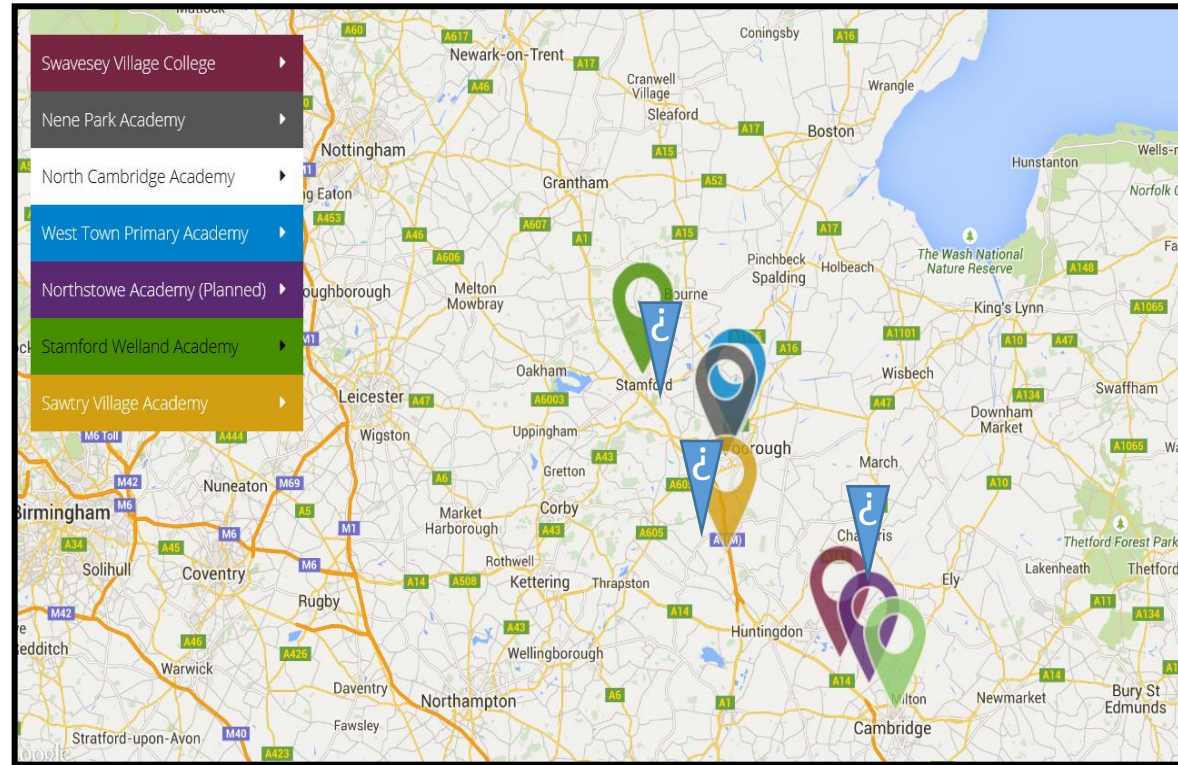


- Academy trust founded in 2011
- Grown to 6 academies by 2016
- Values driven
- Education led trust
- Geographical focus – 15 miles around Cambridge, Peterborough and main links between.

Impressive history of “turning around” troubled schools

Strong infrastructure in place to support academies with their responsibilities and development

What is CMAT?



Our Values



Achievement for all



Valuing People



A high quality learning environment



The pursuit of excellence



Extending the boundaries of learning

...It started with a desire to provide high quality and dynamic education for everyone, right in the heart of our community; that desire has grown into the Cambridge Meridian Academies Trust...



Purpose

High quality education at the heart of the local community

Values

Achievement for
All

The Pursuit of
Excellence

Valuing People

Providing a High
Quality Learning
Environment

Extending the
Boundaries of
Learning

Every Child

Successful learner

Confident Individual

Responsible and employable citizen

Child &
School

Every school

Hub for community activities

Centre for extended services

Source of immense pride

Every member of our community is known, valued and supported to achieve in all areas at the highest level to become successful, confident and responsible for the pursuit of lifelong learning



PARTICIPATION
PLEDGE



LEADERSHIP
PLEDGE



EXCELLENCE
PLEDGE



DIVERSITY
PLEDGE



GIVING
PLEDGE



ENVIRONMENTAL
PLEDGE



SERVICE
PLEDGE

CMAT | Cambridge Meridian
Academies Trust



Our track record of delivery for communities and families...



Swavesey Village College

- * The founding CMAT academy. Rated 'Outstanding' by OFSTED in all categories in 2011
- * Top 20% of non-selective state schools nationally for student attainment 2010-2014
- * Undergoing £6 million extension programme
- * 'Swavesey Village College is an outstanding school in every respect. Every member of staff shows whole-hearted commitment to the school's aim of meeting the needs of every student' OFSTED 2011.

Nene Park Academy

- * OFSTED 'Good' in every category in 2013
- * Transformed budget deficit of £200K to surplus of £800K
- * Popular with families. From just 56 first choices in 2010, to oversubscribed in 2015
- * Managed £15 million rebuild/refurbishment
- * Unique local partnerships established
- * 'Overall, students' progress is above average and improving rapidly' – OFSTED 2013

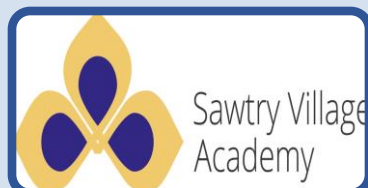
North Cambridge Academy

- * OFSTED 'Good' in 2015, 'Outstanding' leadership
- * Transformed student outcomes: 20% 5 A*-C in 2012, to 59% in 2014
- * Intake has grown from 40 in 2013 to 115 in 2015
- * £11 million rebuild programme due for completion 2016
- * 'Principal's belief that every individual can and will succeed is shared by all leaders and teachers' – OFSTED 2015

West Town Primary

- * 26% increase in Level 4 outcomes in first year with CMAT (2015)
- * 30% increase in Phonics pass rate in 2015
- * Whole Education's 'Most improved' primary school 2015
- * Awarded Gold Primary Science Quality Mark and Arts Mark in 2015
- * 'There is an impressive difference in the school since it joined CMAT' – Jon Lewis, Assistant Director, PCC Children's Services 2015

Our track record of delivery for communities and families...



Stamford Welland Academy

- * Joined CMAT in October 2014. Secured a 17% increase in 5A*-C in 2015 after just nine months
- * Largely refurbished already, with first choice applicants up: 29 in 2014 to 75 in 2015
- * 'The strong leadership from the new Principal, supported by the academy trust, has already had a clear impact on improving behaviour, teaching and raising the expectations of students and staff' – OFSTED 2015

Sawtry Village Academy

- * Joined CMAT in June 2015 while in Special Measures
- * CMAT has already secured the removal of the EFA's financial notice to improve
- * CMAT has delivered £350K of improvements and IT upgrade over the summer
- * 'The academy has benefited from considerable high-quality support and guidance from CMAT, including advice and external evaluations by specialist subject leaders.' – OFSTED 2015

Northstowe Academy

- * In 2008, CMAT's proposals, were described as 'innovative and ambitious'
- * Scheduled to open in 2019, Northstowe Academy will be an "evolving" partner and sister school, operating in collaboration with Swavesey Village College and North Cambridge Academy.
- * For 7 years we have worked successfully with the local community, local councils and developers through many stages of the evolving project...

Cambridge Teaching Schools Network and The Cambridge Partnership

- * TCP- 'Good': OFSTED, 2012
- * TCP trained 69 teachers in last year who now work in schools
- * CTSN trained and deployed more than 80 SLEs
- * 89 teachers trained last year
- * Delivered nationally recognised training to more than 500 teachers and leaders
- * Brought together more than 15 schools in close research and development relationships.

“Creating a successful new academy requires a very strong leadership team, subject leaders with talent, pastoral staff the students value and effective teachers, support staff and governors who want to be involved and who give their time and expertise every day. Vital to the whole project is a sponsor who can offer advice, experience and role models at every level. Nene Park Academy is fortunate in all of these respects.”

What Ofsted have said...

“Academy leaders receive good support from the Cambridge Meridian Academies Trust. The Principal meets regularly with the Trust’s Executive Principal to discuss the academy’s progress and other senior leaders benefit from opportunities to work with senior leaders across the Trust. Support from the Trust in human resources and managing the budget have enabled academy leaders to focus their attention on improving teaching and raising achievement. The Trust’s Academy Improvement Adviser works regularly and effectively with staff across the academy to improve their teaching and leadership skills.”

“Teachers have access to high-quality training and are able to communicate with staff across other academies in the Trust, enabling staff to share ideas and plan joint trips and usefully check the reliability of one another’s assessments. Evaluations of this training and support are overwhelmingly positive.”

“The Trust provides excellent strategic leadership and steers improvement through high-quality training, guidance and support.”

“Additional staffing provided by the academy trust has helped to raise standards within several departments, including English. The Principals of the trust’s other academies help senior leaders and governors to check standards; effective teaching techniques are shared between colleagues across the trust. Leaders of the same subject areas regularly meet together and confirm the accuracy of the grades being applied to students’ work. This has helped to establish very accurate predictions about how well students will perform. The trust also provides legal, financial and other sources of support. This has allowed leaders to focus their attention on driving forward very rapid improvements in teaching, behaviour and achievement.”

Learning Environment

High expectations

The whole child

Working together

Our Values

People

Achievement for all

The pursuit of excellence

Support

Teaching and Learning

Praise & celebration

Teamwork

Personal growth

Culture & Ethos

A family

Pride in the badge

A united community

Data rich not data drowned



Why did/does CMAT want Ely College to join the family?

- Ely College has the clear potential to be an excellent school
- We believe we can raise standards and make a difference to the pupils
- Our colleagues with experience of Ely College are huge advocates of its potential and strengths
- Continuing to serve “our community”, trying to make a difference
- We want to develop the Post 16 provision and reinstate a thriving sixth form in Ely
- The community deserves and craves an excellent school

What have we been doing in the College so far?

- Recruitment!
- Reviewing the curriculum
- Reviewing staffing
- Project planning
- Informal discussions with staff and students
- Assessing the condition of the site and planning improvements
- Analysis of budgetary pressures, prioritising spending on students
- Working with CfBT to make difficult decisions to ensure the future of the college. For example, the sixth form
- Planning for implementation of CMAT structures and curriculum approaches
- Making new friends and partners!
- Linking Ely staff with CMAT staff
- Enjoying meeting the (lovely) students and staff
- Generating a sense of optimism and enthusiasm

Our team and our commitment at Ely...

CMAT personnel	Role	Time at Ely...
Mark Woods	CMAT CEO	1 day a week
Chris Beckett	Consultant Head teacher, NLE (National Leader of Education)	2 days a week
Anthony Partington	CMAT Principal – Stamford Welland Academy	1 day a week
Dr Sai Patel	Consultant Head teacher, former HMI	2 days a week
Richard Spencer	CMAT Executive Vice Principal, serving Ofsted inspector	3 days a week
Dr Ian McEwan	CMAT Chief Operating Officer (COO)	1 day a week
Matt Sampson	CMAT IT Director	1 day a week
Trust subject leaders	Various, working alongside Ely teachers and subject leaders	Up to 15 days to 1 st July



What do we plan to change immediately?

- **Curriculum** – Year 8 will be given some choice over their subjects and begin some GCSEs early
- **Staffing** – with a national campaign and intense activity we have successfully recruited high quality staff to mathematics and music. More to do, but a positive start
- **Tutoring** – students will be organised into smaller, multi-year ('vertical') tutor groups in September
- **Houses** – the school will be organised into four distinct and vibrant houses. Parents will have clear points of contact
- **The sixth form** – numbers have fallen considerably. Some courses are not viable in 2016/17. We aim to re-launch with an exciting offer for East Cambs in 2017
- **Behaviour** – we will introduce a clear system of rewards and consequences. We will challenge persistent offenders robustly
- **Uniform** – we will consult on a full change of uniform in 2017, but we will purchase House ties for students to wear under their existing V-neck jumpers next year
- **The tone** – we will spread relentless positivity and high expectations

Standards – Quality Teaching and Learning the priority...

Our academies and our teachers are continually seeking to improve the quality of teaching, and extend the boundaries of learning.



Stamford Welland Academy

The purpose driving Stamford Welland Academy is to provide high-quality learning for all so that:

Every member of our community is known, valued and supported to achieve in all areas at the highest level to become successful, confident and responsible for the pursuit of lifelong learning.

Each day at Stamford Welland Academy, we will live out **our values** by:



Providing **aspiration** for all, through high-quality teaching and learning experiences



Demonstrating **integrity** in everything we do



Embracing **responsibility** through teamwork and strong leadership



Showing **understanding** of all in every situation



Encouraging all to show **resilience** in challenging circumstances

We will deliver the vision behind our purpose and values in the academic curriculum through the **Stamford Welland Way** and in parallel experiences through the **PLEDGES**.



Stamford Welland Academy



Dialogue



Excellence for All



Pride & Joy



Direction & Purpose



Growing Every Day

The Stamford Welland Way...

Our vision and pledge for excellence in Learning and Teaching

PLEDGES Points within lessons

	PARTICIPATION PLEDGE Taking part in 100% of the lesson activities Working well in both group and individual tasks Showing willing and eagerness to develop skills
	LEADERSHIP PLEDGE Leading a whole/small group activity Demonstrating leadership skills in group work Assisting staff in delivery of lesson material
	EXCELLENCE PLEDGE Maximum effort during lessons Work produced of a standard to impress Delivering work in an excellent manner
	DIVERSITY PLEDGE Demonstrating awareness of other cultures/needs Supporting others with difficulty in their learning Showing understanding of multi-cultural differences
	GIVING PLEDGE Sharing work and support for others Linking work and lessons to charities Demonstrating understanding of charities' roles
	ENVIRONMENT PLEDGE Using books and materials efficiently Monitoring the recycling bin Switching power points off and turning lights off when not in use
	SUPPORTIVE PLEDGE Being a supportive learner and assisting staff and peers Putting away books/tidying class area/helpfulness Being aware of others needs and assisting

What have you **shown** in this lesson to earn a PLEDGES point?
 Who in this lesson has **inspired** you and who have you **inspired**?
 Where will your learning take you **before** the next lesson?
 When will you **earn** your next PLEDGES point?
 How have **you** impacted on **your** learning and that of your **peers**?
 Why do **you** want to learn? Why do you want to show **effort**? Why are you **motivated**?

1-2-5 Points per lesson awarded by staff for work and behaviour in class

25 Points for a Bronze PLEDGE	100 Points for a Principal's Award
50 Points for a Silver PLEDGE	250 Points for a Completed Bronze Set + Badge
75 Points for a House Award	500 Points for a Completed Silver Set + Badge
100 Points for a Gold PLEDGE	1000 Points for a Completed Gold Set + Badge

Introducing the **PLEDGES** system...

A Complete rewards and values system.
 Points are earned both in lesson, and as part of wider participation in enrichment activities.

Badges and prizes are accrued, points feed into the House competition.

Participation, **L**eadership, **E**xcellence,
Diversity, **G**iving, **E**nvironment,
Supportive

Vertical Tutoring and the House System...

Every child is known, valued and supported

240 students in a House



Vertical Tutoring and the House System...

Every child is known, valued and supported



- ☀ Common teams – schools within schools
- ☀ Clear Leadership
- ☀ Excellent support (SSAs, and from each other)
- ☀ Ownership of areas
- ☀ Opportunities for students
- ☀ A sense of family

Vertical Tutoring and the House System...

Every child is known, valued and supported



4 Year 7
students
in a form

Each house would comprise:

- 1 x Member of Senior Leadership Team
- 1 x Senior Tutor
- 1 x Non-teaching Student Support Adviser
- 12 x Tutors (not necessarily all teaching staff)
- 12 x Form groups
- Support and Admin staff



Tomato Ketchup

If you do not shake the bottle,
None'll come and then a lot'll . . .

Anon.

The pace of change...

- Things need to improve quickly
- This will not always be a comfortable process
- We have no magic wands – don't expect instant transformation
- Trust us and our track record – we have been here before
- Talk to us – we want to hear your concerns, and we need you to spread the positive messages, to be advocates for your College!

Additional staffing provided by the academy trust has helped to raise standards within several departments, including English. The Principals of the trust's other academies help senior leaders and governors to check standards; effective teaching techniques are shared between colleagues across the trust. **OFSTED**

This has allowed leaders to focus their attention on driving forward very rapid improvements in teaching, behaviour and achievement **OFSTED**