

Community Academies Trust

CAT 

“Education is for
improving lives and
for leaving your
community and
world better than
you found it”

Marian Wright Edelman



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Ensuring Excellent 3-18 Community Education

Our approach is based on a fundamental belief that all young people have talent and the potential to achieve more than they ever thought possible.

Achievement in three main areas:

- Academic - excellent standards and outstanding progress are a prerequisite for success in life equipping young people with the skills and knowledge they will need to be successful, happy and productive citizens.
- Social: Excellent relationships for learning are a prerequisite for all other achievements. Relationships that engender mutual respect between young people, and all other members of our academies' communities will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.
- Personal: All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve.



We lead primary and secondary academies where world class achievement in these areas is the expectation - our community academies are driven by a desire to lead rather than follow, to be beacons of outstanding local provision which local families believe in and can rely on for excellence for their children's education. As a community academies sponsor we are equipped to work with schools and students from reception through to KS5 and sponsor both secondary and primary providers.



Students thrive best in their local school where their families develop a long-term relationship with the schools and excellent progression is assured.

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Staff who work in our academies feel a sense of belonging to their local community and the wider family of schools - they are advocates for them. They understand their role in the achievements in the classrooms, their academies and across the partnership. They work in a culture of precision and consistency supplemented by targeted innovation. All staff including those who lead others throughout the academies are expected to innovate and experiment searching for new high leverage practice that will contribute to the journey towards world class. They look to stop doing things (good, bad or indifferent) and replace them with something better. All staff (non teaching and teaching) play a crucial role in the education of young people. In the same way that they have a duty of care to them, they have a duty of care to each other and have regard for each other's professional and personal well being.



All members of the CAT staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with

each other - they are part of a team that ensures the academies throughout the CAT strengthen their positions among the best schools in the country.



World Class Standards of Community Education

We have developed a clear improvement strategy for the academies we work with. This framework articulates our approach to supporting academies within the CAT to achieve and share our aspirations. CAT has also established a close partnership with the University of Warwick taking a lead in training new teachers for the profession through Schools Direct. Strong partnerships also exist with a range of other Universities and Higher Education providers.

Strategy

Our strategy has 8 focus areas:

1. Learning centred leadership with vision where leaders in academies and across the academies; lead by example; monitor and evaluate; use data effectively; generate discussion about teaching and learning; consistently take steps to sustain academy improvement and create academy structures,

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systems and processes to support learning including effective

- a. Governance
 - b. Exec Headship
 - c. Leadership of learning
2. Quality in the classroom - Establishing academy wide expectations where all teaching is good or better with significant outstanding provision.
 3. Curriculum - ensuring relevance and inspiration
 4. Systematic intervention particularly at KS transitions leading to progress that is higher than national expectation
 5. Systems and Policies - Behaviour, Sanction and reward, attendance etc.
 6. Targeted professional development with opportunities for Masters level study. Provision is bespoke.
 7. Aspiration for the students, staff and parents - Professional, personal and developmental
 8. School identity and ethos - living the CAT ethos and recognizing the local community

Each of these strands requires clear actions, timed objectives and anticipated impact that will lead to OFSTED Outstanding. It is developed in line with the expectations of how staff should work together described above.



Our Community Academies have a clearly defined and mutually agreed day to day, lesson to lesson approach. This is articulated

through what will be thought of as the “way we do things around here”.



A Better Way of Working

Within the growing CAT family, shared economies of scale help our academies make the most of stretched budgets. Significant Head Office Experience and expertise allow all staff throughout the organisation to focus on the core function of providing an excellent education. Those working within the CAT have access to the experience of our Leadership Team in leadership strategy, improvement planning, financial planning, HR, fundraising and CPD. Academies benefit from trusted third party suppliers of accountancy and payroll services; legal services; ICT consultancy; marketing and communications and HR advice.

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