

Barnwood Park School Consultation Questions and Responses

The Greenshaw Learning Trust – introduction

The Greenshaw Learning Trust is a 'family' of like-minded schools that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing their own distinctive character.

The Greenshaw Learning Trust (GLT) was established as a multi-academy trust in 2014. In the changing world of education, they were keen to broaden their influence, but were also aware that they did not have all the answers and welcomed more formal partnerships with other schools to help them to continue to improve.

GLT is an established and successful multi-academy trust with seventeen primary and thirteen secondary schools in South London, Surrey, Berkshire, Bristol, South Gloucestershire, Gloucestershire and Plymouth. Two more primary schools and two more secondary schools, including a grammar school, are on track to join GLT this summer.

The Trust has acquired schools of varying standards and all schools have shown significant improvement, in both outcomes and exam results for children, and in Ofsted judgements, since they joined the Trust.

GLT does not believe there is one definitive road to success. They cherish the differences between each school and want all of them to continue their own improvement journey. It is not just about results; it is about helping people, and schools, to flourish and be remarkable. Within the GLT community and culture of always learning together, schools go beyond what is achievable alone.

The definition of the 'Trust' is everyone in the organisation: pupils, teachers, support staff, governors and the shared service. The Trust is not a separate entity that rules hierarchically from the peripheries. All schools and the shared service are part of the fabric that makes the Trust what it is.

Does the Greenshaw Learning Trust recognise and promote the individuality of schools? Will Barnwood Park School be like the other GLT Gloucester Secondary Schools?

Whilst GLT schools have a broad geographical spread, the Trust considers itself a local trust. All GLT schools have a governing body with local representatives who understand the school and community context. The GLT Board of Trustees believes that the headteachers are the best people to run its schools and delegates responsibilities for budgets and decisions on uniforms, behaviour strategies and curriculum etc. There are certain functions that are common across the Trust including the finance and HR systems.

How does the Greenshaw Learning Trust make improvements to schools?

The Greenshaw Learning Trust values the power of individuals and organisations working together in collaboration whilst retaining their individuality. The Trust drives school improvement by providing expert support and looking at the best practices available. Alongside school leadership, the Shared Service and School Improvement teams regularly review the school's strengths and weaknesses and develop a plan, alongside the Headteacher, to ensure that every child works in an inclusive and supportive environment, with high-quality teaching.

To drive school improvement the Shared Service works alongside the school to:

- improve behaviour and create disruption-free classrooms
- coach and develop teachers and classroom support staff through our teaching principles and developmental Drop-Ins to improve teaching and learning
- focus on exam results for all Year 11 students
- ensure character education and the 'wider offer' is as strong as the curriculum provision
- promote literacy and reading
- celebrate togetherness and fun
- take on views/ideas/ best practice examples from other schools
- prioritise teacher workload by centralising detentions, cover and alternative provision.

What are the benefits of joining a large Multi Academy Trust for Barnwood Park?

A direct benefit of joining GLT will be even wider networks for Barnwood Park staff, which will return more resources and more valuable conversations about the best way to deliver teaching and learning. This is an opportunity to learn even more from other colleagues and will have a direct benefit on the children in our care. GLT already has a huge bank of resources for all subject areas and videos which demonstrate different ways to teach children of all abilities. Barnwood Park will be able to contribute to this bank of resources and take ideas, strengthening the way they teach children in their specific context. GLT does not have a one size fits all curriculum or a set of compulsory teaching resources. There is a trust that GLT schools make the right decisions in the best interests of their students.

Professional networking events for staff across GLT are attended face-to-face, within regions, and online across the wider network. Coordinated and run by practising teachers, staff will have the opportunity to attend and could be appointed as network leads on a cycle of annual change. This professional development opportunity will strengthen the way in which Barnwood Park staff meet professional standards and meet the needs of all children.

Joining an established and successful larger group of schools will help attract, develop and retain good staff. GLT offers high-quality Continuing Professional Development for staff, alongside opportunities for internal promotion, and is a Trust that cares deeply about staff wellbeing. GLT has good rates of staff retention. The GLT Leadership Programme, Early Careers Teacher (ECT) programmes, Middle Leader Programmes and Subject Networks are on offer for staff within GLT schools.

GLT understands that schools are operating in an environment where they are competing to attract the best talent in both teaching **and** support roles. GLT's Shared Service team comprises of staff who have developed expertise in their respective fields, including Estates, HR, Finance, IT, etc. The ability to ensure that staff supporting these functions in schools are supported or line managed by staff with expertise and experience in these respective specialisms helps to support professional development for our support staff.

GLT is committed to ensuring that all their staff have access to high-quality support and professional development, and access to multiple opportunities that come from being part of a larger family of schools. Barnwood Park staff will be able to access improved development opportunities within GLT.

A larger Trust which is continually growing and developing, brings more opportunities for learning from each other, and for staff who may be looking for career progression.

What is the GLT approach to SEND and Inclusion? How do GLT schools meet the needs of children with SEND?

GLT's vision for children and young people with special educational needs and disabilities is the same as for **all** children in the Trust's schools. GLT is committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now and in the future. GLT is ambitious for all schools and their students and believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.

At Greenshaw Learning Trust we understand that in order to meet the needs of pupils with SEND we need to take a whole-school approach – where every leader understands their responsibilities and has the knowledge to be a leader for learners with SEND, therefore also enabling teachers to be teachers of all pupils – giving them the knowledge, skills and confidence. Our focus is to enable access to educational provision for pupils with SEND alongside their peers, ensuring that they have access to the same educational opportunities as all pupils. We recognise that some pupils will require targeted intervention or specific adaptations in order to be able to achieve this. We also recognise that some pupils will require a more individualised approach. By applying a graduated approach at a whole-school level, we build capacity to be able to meet the needs of all learners at a universal, targeted and specialist level.

GLT schools are supported to ensure strong universal provision (the school's ordinarily available provision). For example, the GLT Teaching and Learning Principles support the universal implementation of adaptive teaching strategies. Teaching and Learning Leads work in partnership with SENCOs to make explicit links in professional development for teachers between the pedagogies being focused on and how these support learners with SEND.

At a targeted level, opportunities for access to key interventions are built into the school day without impacting children's access to their core educational offer. For example, pupils will be identified to access key interventions during period 0 – this might be access to knowledge- or skills-based interventions to support them to be successful in their lessons alongside their peers or it might also be support with, for example, organisation or self-regulation to set pupils up for a positive day.

At a specialist level, a more individualised approach will be agreed with the pupil and their family and the support from other specialist agencies. The focus will always be on supporting a pupil's access to educational provision alongside their peers so that they have the best possible opportunities and how this is achieved will be tailored.

The role of the SENCO is highly valued at GLT schools and they have access to the time and support they require in order to fulfil the wide range of strategic and operational responsibilities. Their expertise is invested in and is valued by headteachers and they work strategically alongside other leaders in the school in order to build capacity, knowledge and confidence across the school to meet the needs of pupils with SEND.

Annual trust SEND reviews against a GLT SEND Strategy ensure that SEND is a strategic priority for school improvement and that the SENCO is enabled in their role to have strategic impact for all pupils. All members of the Trust Shared Service education team are committed to ensuring the best possible outcomes for pupils with SEND, understand the importance of a whole-school approach and will apply this lens when providing support in specific areas. SENCOs (and other leaders) are also specifically supported by two School Improvement Leads for SEND, who are both experienced SENCOs. The Assistant Director of Education – SEND and Specialist Provision – an experienced school leader (including SENCO, strategic leader of inclusion and headteacher) also works with SENCOs, headteachers and the Trust education team to enable effective systems, practices and environments that build inclusivity at the core.

Will children who are eligible for Free School Meals be able to access free school meals in school?

Yes, this will not change as a result of joining GLT.

Will the curriculum change?

The Greenshaw Learning Trust's policy states schools must offer a broad and balanced curriculum that meets the needs of the students, and the details of an individual school's curriculum are the decision of the governing body and school leadership team.

The Greenshaw Learning Trust has developed a Key Stage 3 curriculum across all subject areas and this is available to use in part or in its entirety. It is not compulsory for schools to use it. However the Trust's role is to share best practice and challenge the school when required, to ensure the best outcomes for the students. If the curriculum changed, it would be carried out only with the correct support and training for teaching staff.

No changes to examinations will take place without the school leadership team and relevant members of staff's approval.

Will there be changes to the school rules and school day?

You may notice changes to the school day linked to promoting literacy and reading with tutor time reading, roll calls and uniform checks to ensure students are prepared for the day, and extended support for those undertaking exams. All changes and behaviour policies are driven by the aim of improving the

life chances of the students and ensuring students are provided with the best education possible during their time at Barnwood Park.

Will the school leadership change?

The current Barnwood Park Headteacher is leaving the school in May 2024. It is desirable to appoint a permanent headteacher as soon as possible to provide stability and consistency for the school whilst ensuring the right appointment is made. GLT has committed to supporting the school with leadership in the interim.

Will the behaviour policy change?

GLT has a strategic behaviour policy which covers the legal frameworks related to behaviour such as the Equalities Act 2010, suspensions and exclusions. The Trust's behaviour strategy is to ensure each school has a behaviour curriculum along with procedures to promote a positive learning culture. Beyond that, the Trust does not have a 'behaviour strategy' - choices around behaviour strategies, or how the behaviour policy and expectations are implemented, are delegated to the Headteacher in each of our schools. Headteachers have the autonomy to decide what their behaviour approach is in order to meet the needs of their children and their community.

Will the name or uniform change?

GLT does not have any plans to change the name of the school. Uniform decisions are delegated to the school leadership team and governing body. However, staff will be expected to ensure the uniform policy is adhered to by students.

What are the changes for staff?

Staff transferring to Greenshaw Learning Trust will be protected under TUPE Regulations (Transfer of Undertaking, Protection of Employment). This means that current pay scales will be protected following transfer of employment.

Teachers will remain in the Teachers' Pension Scheme (TPS) and support staff will remain in the Local Government Pension Scheme (LGPS) as they are now; the employers' contributions will be maintained by the Greenshaw Learning Trust. The employment status of staff remains continuous. If the school joins the Greenshaw Learning Trust, a TUPE consultation will be held, where staff can ask further questions.

Joining an established and successful group of schools will help attract, develop and retain good staff. Staff will not be required to relocate to other schools within the Trust. However, opportunities are shared to enable individuals to progress if they wish to.

Staff development is a key priority and this is offered through CPD and ensuring staff are able to focus on refining teaching practices, rather than spending significant time on marking and collecting data.

The Greenshaw Learning Trust holds national union recognition agreements and meets regularly with national union representatives and is a proud member of the union's Valued Worker Scheme.

What is the Governance structure?

The Greenshaw Learning Trust Board of Trustees is the responsible body for all the Greenshaw Learning Trust's schools. The Board of Trustees delegates many responsibilities to school governing bodies and headteachers. The governing bodies are composed of community, trust, staff and parent governors and are supported by the Trust's clerking service. The governing bodies have responsibility for monitoring outcomes, safeguarding, budgets, and for agreeing significant changes.

The Trust provides training to support and develop governors. All existing governors will be invited to apply to be part of the governing body within the Greenshaw Learning Trust.

The Trust Senior Leadership Team provides line management for headteachers.

What types of support and services does GLT provide for schools?

The GLT Shared Service provides support to all schools and the Board of Trustees. The functions include school improvement, safeguarding, HR, legal, Health and Safety, compliance, finance, IT, catering, estates, admissions, pupil data, IT, attendance and communications.

Are there any plans to build a sixth form at Barnwood Park?

There are no current plans to build a sixth form.

Will the change allow us to build any new classrooms?

Being part of a large multi-academy provides opportunities beyond those available for schools. If Barnwood Park's leadership team and governing body decides that the building of new classrooms or structural changes to the school's building is a priority, we can work with them to help make this possible.

Will term dates be changed?

Decisions around term dates and holidays will continue to be made by the school leadership team and governing body.

What are the next steps?

The consultation on the proposal for Barnwood Park School to join the Greenshaw Learning Trust remains open until 03 May 2024 and further feedback/questions are welcomed. The Barnwood Park Governing Body, and the Greenshaw Learning Trust's Board of Trustees will review the consultation findings and due diligence will be carried out before deciding whether to proceed. Subject to the necessary agreements being reached between the Barnwood Park Governing Body, the Greenshaw

Learning Trust, the Local Authority and the Department for Education (DfE), it is expected that Barnwood Park School will join the Greenshaw Learning Trust later this year.