



Bath and Wells Multi Academy Trust



‘That they may have life, life
in all its fullness’ John 10:10

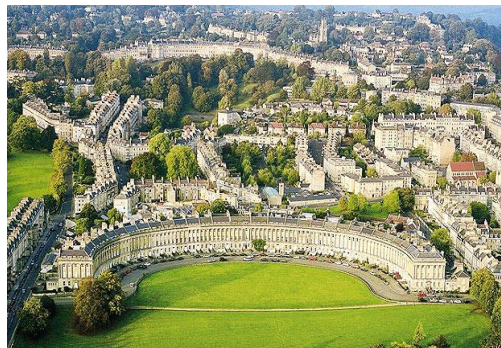


Kindness | Respect | Forgiveness | Perseverance | Love



Our Context and Aim

The Bath and Wells Multi Academy Trust works within the parameters of the Diocese of Bath and Wells.



The Trust was established in 2012. Our 33 Primary schools range in size from 35 to 460 pupils and cover the 0-11 age range. The Trust's schools are clustered into four hubs in North Somerset, Bath, Taunton and South Somerset and are located within market towns and more rural communities.

Our driving force is to ensure every school within our Trust provides an outstanding education for every child enhanced by a distinctively Christian ethos. We want to provide every child with an outstanding education of the mind, body and spirit through a creative, innovative, engaging curriculum underpinned by the Christian values of kindness, respect, forgiveness, perseverance and love; an education with the highest aspirations and expectations of academic success where learning focuses on values developing children's characters and qualities as human beings.

People are at the heart of our Trust – pupils, teachers, support staff, middle leaders, headteachers, governors and central support staff – all with a wide range of unique talents, qualities, beliefs and potential. We seek to provide opportunities for all of our practitioners to share best practice, develop expertise, draw on local, national and international research and from partnerships within and beyond the Trust.

We share a determination that every child within our Trust will access an outstanding education, every child will achieve what they hope for their future, and we will work together to be keepers of the flame of 'Life in all its fullness'.

Our organisation

The Bath and Wells Multi Academy Trust has just over 7500 pupils, 1334 employees 475 of which are teachers and 793 support staff. Schools are supported by a Central Team of 32 personnel, providing support directly in schools as well as sourced from the Trust offices in Wells. The Trust is in a stable and strong financial position with an annual revenue budget of £39m and £1m School Capital Allocation.



We strive to attract, select and retain the most talented staff who can support the Trust's strategic aspirations, bringing with them drive, ambition and commitment. The Trust aims to attract and engage diverse, talented individuals from many different backgrounds, heritages and lifestyles, promoting the inclusion of staff at all levels.

There is an extensive CPD offer for all staff including school based support staff, NQTs, teachers and Leaders at all levels. Collaborative networks of subject leads undertake project work, plan CPD, addressing

the Hub and Trust priorities. They meet termly in Hubs and at least annually as a Trust. This is building capacity and sharing expertise across the organisation.

A clear, consistent approach to appraisal is an entitlement for all staff. Expectations are set by the Central Leadership Team. Personal development plans are linked to each person's appraisal and, where requested or suggested by the line manager, this is used to support an individual through their next step career progression.

Building capacity at school level has resulted in greater capacity at Hub and Trust level. The most effective Head Teachers and Teachers have been targeted for career progression, supporting other schools within their own Hubs. This in turn offers Senior Leaders in their base schools the opportunity to experience a broader range of Leadership challenges in their own school setting.

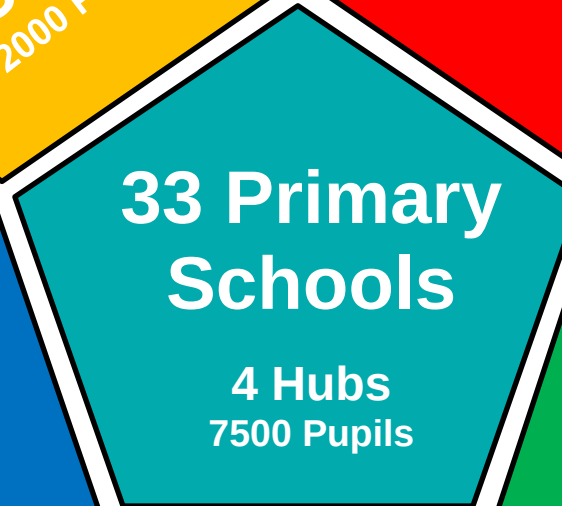
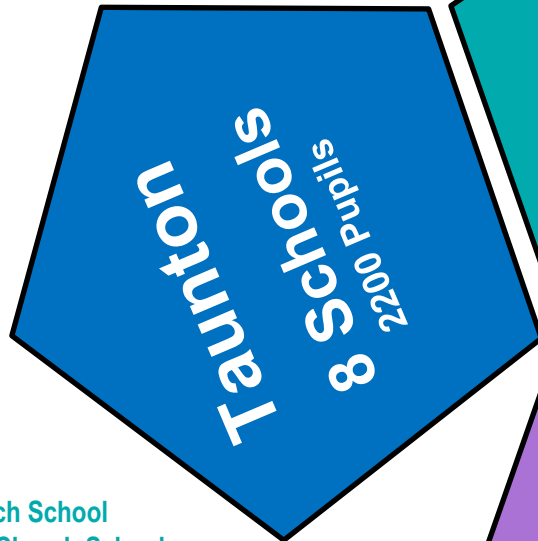
Staff views across the Trust are gathered through staff surveys and listening events. The outcomes of these inform the strategies to support staff development, appraisal and succession planning.

Our Schools

- Churchfield Church School
- Court De Wyck Church School
- Kingshill Church School
- St George's Church School
- St John the Evangelist Church School
- St Mark's Primary School
- Trinity Anglican Methodist Primary School



- St Stephen's Church School
- Bathwick St Mary Church School
- St Andrew's Church School
- St Saviour's Infant Church School
- St Saviour's Junior Church School
- St Michael's Junior Church School
- Bathampton Primary School
- Bathford Church School
- Batheaston Church School
- Freshford Church School
- Swainswick Church School



- Horsington Church School
- Oakhill Church School
- All Saints Church School
- Holy Trinity Church School
- Shepton Beauchamp Church School
- St Mary & St Peter's Church School
- St Vigor and St John Church School

- Staplegrove Church School
- Bishops Lydeard Church School
- Cheddon Fitzpaine Church School
- Norton Fitzwarren Church School
- St John and St Francis Church School
- St Andrew's Church School
- St James Church School
- Wembdon St George's Church School



- Churchfield Church School
- St George's Church School
- Trinity Anglican Methodist Primary School
- St Andrew's Church School Bath
- St Saviour's Infant Church School
- St Vigor and St John Church School
- St James Church School
- Norton Fitzwarren
- Bishops Lydeard
- Oakhill

Our achievements

An outstanding education for all pupils based on our values of kindness, forgiveness, perseverance, respect and love. The development of these values is expressed through a curriculum:

- which sets high expectations for pupils' progress
- that is tailored to the needs of each school community, its geography, context and pupils' interests

The curriculum in all Trust schools is planned to deliver our 9 agreed curriculum principles.

OFSTED

- 86% of our schools are currently judged as GOOD or OUTSTANDING
- No school has declined its overall performance since joining the Trust
- The Trust was highly effective in supporting schools judged as inadequate. Of the 4 schools at this time, 3 improved to GOOD and one to RI.



SIAMS

- 100% of our Church schools are currently judged as GOOD or BETTER
- 66% of our Church schools are currently judged as OUTSTANDING

2016

2017

2018

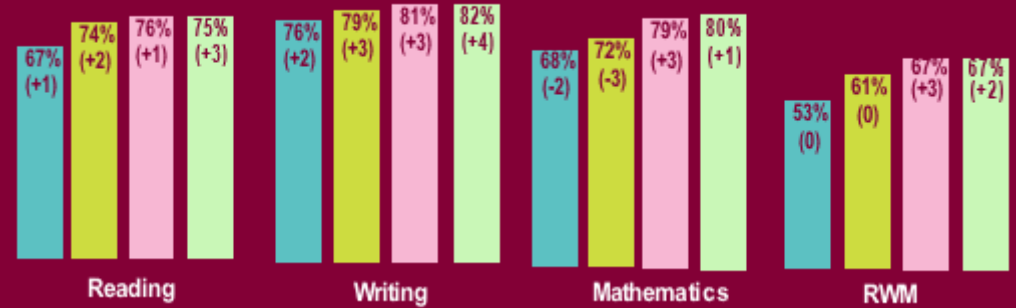
2019

(Data up to 2019 – most recent available)

Key Stage 2 Attainment

% pupils achieving ARE + over four years (gap vs national)

Age Related Expectations and above

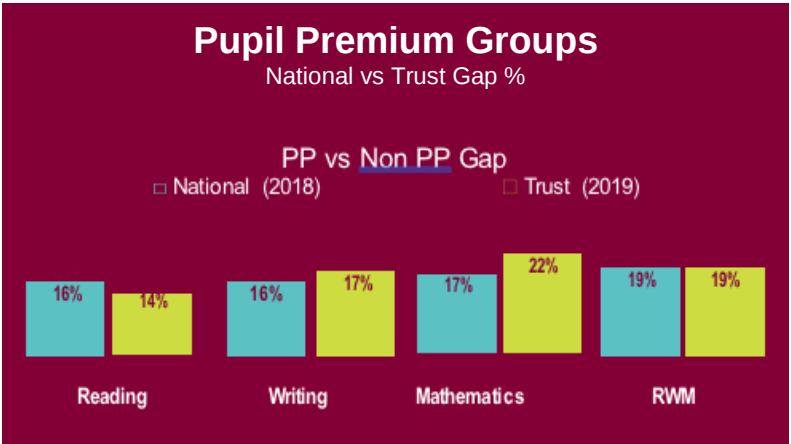
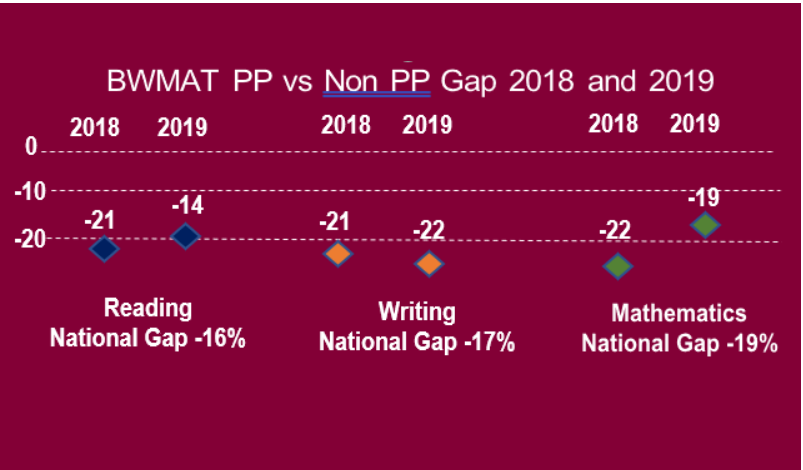


Key Stage 2 Attainment

% pupils achieving Greater Depth over four years (gap vs national)

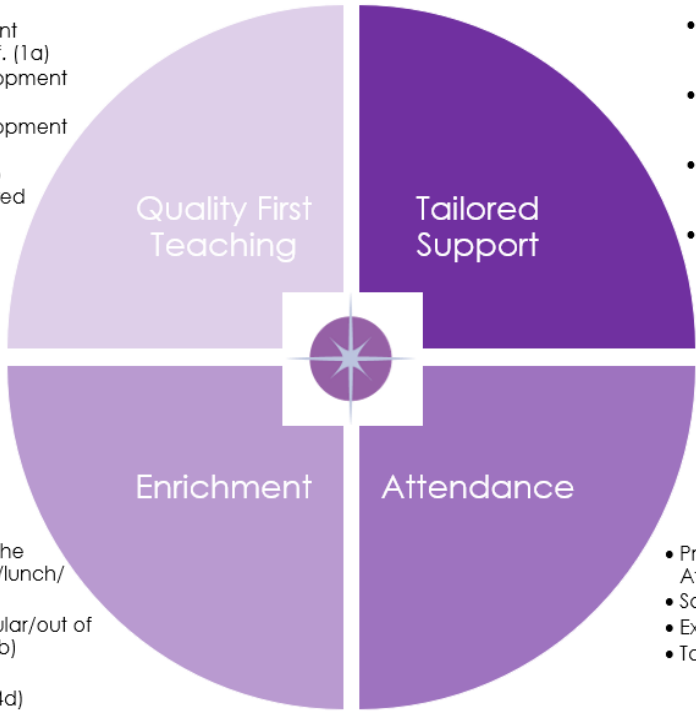
Greater Depth





Bath and Wells Multi Academy Trust Pupil Premium Strategy Overview

- Professional Development Opportunities for all staff. (1a)
- Joint Professional Development across schools. (1b)
- Joint Professional Development within the school. (1c)
- Effective approaches to differentiation and tailored support in whole class context (1d)



- Bespoke Professional Development Opportunities for Teaching Assistants. (2a)
- Tailored intervention activities during curriculum timetable. (2b)
- Tailored intervention activities outside of the curriculum timetable. (2c)
- Specialist Teaching. (2d)

- Activities additional to the curriculum day (before/lunch/after school). (4a)
- Inclusion in extra-curricular/out of school opportunities. (4b)
- Family learning. (4c)
- Curriculum resources. (4d)

- Professional Development for Attendance Officers. (3a)
- Safeguarding support. (3b)
- Extended hours provision. (3c)
- Tailored school initiatives. (3d)



Key Stage 1 Attainment

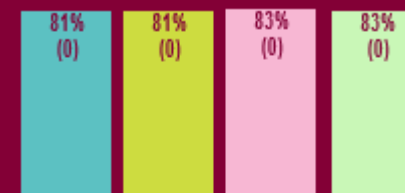
% pupils achieving ARE + over four years (gap vs national)

Age Related Expectations and above



Phonics

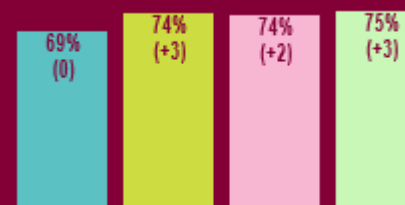
% pupils achieving ARE + over four years (gap vs national)



Year 1

Early Years Foundation Stage

% pupils achieving ARE + over four years (gap vs national)



Good Level of Development



Key Stage 1 Attainment

% pupils achieving ARE + over four years (gap vs national)

Greater Depth



Our Awards

Through experience, learning and reflection, pupils develop in mind, body and spirit, to become responsible citizens and make good choices in life. Each School in our Trust celebrates its unique community context, and many are recognised for their work, contributions and achievements.





Principles Of Pedagogy

1. Project Based Learning

Learning is exciting, creative, innovative, cross-curricular, academic, vocational.

2. Creative Learning Spaces

Learning spaces are flexible, innovative and designed to encourage independent, curious learning.

3. Teachers as Learners

Teachers are open, observant, and reflective practitioners.

4. Flexibility & Length of Lessons

Lessons are responsive to individual needs, interests and experiences of the children.

5. Pupils as Teachers

Children shape their own education.

6. Creative Use of Technology

New opportunities and outcomes are generated by creative use of technology and devices.

7. Assessment into Learning

Outcomes are raised for all children through effective assessment.

8. Families and Communities

Everyone benefits from enhanced relationship and opportunities with the local and wider community.

Principles of Pedagogy								
KEY FOCUS	1.Project Based Learning	2. Creative Learning Spaces	3. Teachers as Learners	4. Flexibility and Lengths of Lessons	5. Pupils as Teachers	6. Creative Use of Technology	7. Assessment into Learning	8. Families and Communities
	<i>There is a commitment to exciting, creative and innovative cross-curricular experiences that crosses the borders between subjects and both academic and vocational learning.</i>	<i>Environments are flexible and innovative, encouraging independent, curious learning, reflecting the culture and context of the school.</i>	<i>Teachers are open, observant and objective to developing their own practice that cultivates an exciting and relevant learning environment.</i>	<i>Curriculum design is flexible and responsive to the individual needs, interests and experiences of all children.</i>	<i>Children are enabled to play a more active part in shaping their own education and that of their peers.</i>	<i>Devices are used to engage, motivate and generate new outcomes and new learning opportunities.</i>	<i>Assessment is an integral part to al learning. Evidence is used to underpin a flexible and dynamic curriculum that raises outcomes for all children.</i>	<i>There is a positive engagement with local and wider communities to enhance relationships and opportunities that benefit everyone.</i>
KEY PRINCIPLE 1	1.1: Projects and themes are relevant to the children's specific interests and make meaningful links between subjects. Where these cannot be made, those aspects of the curriculum will be taught discretely.	2.1: Learning journeys are clearly evidenced, promoting positive learning behaviours.	3.1: Schools provide flexible approaches to staff organisation, learning opportunities and use of space that allows staff to develop in areas of their expertise and interests.	4.1: Curriculum design and lesson structure are always created to consider and promote the best possible outcomes in terms of achievement and progress.	5.1: Quality opportunities are facilitated that develop positive relationships, enable children to collaborate and to foster pride in themselves, their school and their Trust.	6.1: Children will have the understanding of the safe and appropriate use of technology. They will be able to make informed choices of when to use it to ensure the best possible outcomes.	7.1: Assessment informs feedback that should be rapid, immediate and reciprocal that secures next steps in learning.	8.1: School provides opportunities for parents to deepen their understanding of their child's learning and achievement.
KEY PRINCIPLE 2	1.2: Children collaborate and work with others to plan and make decisions. They develop interpersonal skills and are enthused, motivated and empowered to unlock new potential.	2.2: Children's learning is celebrated, creating an environment that reflects a culture of high standards and expectations.	3.2: Quality performance and appraisal systems enable staff to reflect on their own priorities and further developmental needs that support the school development priorities.	4.2: A culture is created where teachers are trusted to make brave and creative decisions, informed by their own professional judgement, when adapting units of work and lessons.	5.2: Skills, talents, attributes and mind-sets of all members of our schools' communities are harnessed in order to develop emotional intelligences, responsible citizens and future leaders.	6.2: Provision of devices should be a "mixed economy" to equip children with a broad base foundation to support lifelong learning.	7.2: A variety of assessments are used to provide a picture of the whole child that informs a teacher's professional judgement.	8.2: Pupils have access to a wide variety of experiences to deepen their understanding of community, their role in it, and their place in the world.
KEY PRINCIPLE 3	1.3: Teachers set clear, meaningful problems to enable real life learning and multi discipline learning. The teacher is the facilitator, able to ask appropriate questions and assess learning that is owned and driven by the pupils.	2.3: A wide variety of learning spaces are used, stimulating curiosity and excitement within learning.	3.3: CPD opportunities allow staff to share and learn from one another, creating a positive collaborative environment.	4.3: Positive and successful outcomes are always celebrated. Regular reflection and review are embedded as best practice.		6.3: Providing children with access to experiences that expand their knowledge and understanding of the relevance of technology in the 21 st Century, furthering their aspirations for the future.	7.3: Schools provide different audiences with clear and accurate evidence of children's outcomes.	8.3: Vulnerable families are supported through targeted experiences in school and through community partnerships.

Curriculum Intent and Impact

The Bath and Wells Multi Academy Trust approach to the curriculum is to support and enable all our schools to provide a curriculum that:

- Is tailored to meet the needs of the school, its context and its pupils
- Is rooted in the unique context of each school, drawing on its culture, heritage and community
- Provides experience of and connections to the world beyond the school in both time and place
- Provides a broad range of creative learning experiences to develop children's moral, spiritual, social, mental, physical and cultural understanding
- Provides opportunities for pupils to understand and develop our five core Christian values – kindness, respect, perseverance, forgiveness, love
- Is ambitious for all pupils
- Recognises, celebrates and welcomes each pupil as a unique individual
- Secures pupils' core skills, knowledge and understanding to at least an age appropriate level and beyond, and is adapted, designed and developed for pupils with additional learning needs or disabilities
- Provides both coverage of the National Curriculum and appropriate progression from EYFS to Y6 and beyond
- Provides enrichment opportunities to broaden and enhance the curriculum experience for pupils
- Is flexible and responds to pupils' feedback, the evaluations of how well pupils learn and make progress, and in pupils' performance in external and internal assessments



The curriculum is intended to enable pupils to:

- Enjoy learning and understand the importance of this for their growth and development
- Understand and apply Christian values that enhance the experience and development of themselves and others
- Demonstrate positive behaviour that reflects the core Christian values of the Trust
- Have a sense of belonging to their community
- Be confident, ambitious, aspirational, self-evaluative, learners who are engaged, excited and empowered by their learning experiences
- Have a sense of pride in who they are, where they live and the school they attend
- Make a positive contribution to their community and wider society
- Be well prepared for life in modern Britain
- Achieve at least age-related expectations across the curriculum including in reading, writing and mathematics unless pupils' disabilities or learning needs mean that this is not possible
- Make good progress across the curriculum appropriate to their prior attainment
- Experience equality of opportunity, addressing any gaps in their knowledge, skills and understanding, to diminish social disadvantage
- Achieve well in external assessment against National benchmarks at the end of each key stage
- Articulate their hopes and aspirations for their future



Key Documents

- Self Evaluation 2019-20
- Strategic Plan 2020-2021
- Pupil Outcome Data
- School Improvement Model
- Curriculum Intent
- Principles of Pedagogy
- Scheme of Delegation

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