



OWLS ACADEMY TRUST.

Annual report from the CEO to the board of trustees

The purpose of the CEO's annual report is to provide an update to the board of trustees regarding the MAT's management, organisation and operation information.

The report starts by providing tables to complete, which outline basic information about the trust, including a table stating the trust's name, details regarding governance and the date the report was completed. Next is a section entitled 'Trust context', which should be used to state contextual information, such as the percentage of pupils with SEND.

The 'Trust objectives' section should state the trust's objectives and then explain if and how the report supports each objective, as well as outlining any further action that should be taken.

The 'Overview of individual academy performance' section should only include details of areas that are causing concern, for example, poor outcomes for boys in math, and similarly, details of areas which are exceeding expectations, such as outstanding outcomes for boys in math. The report has space to include the outcomes of the trust's last Ofsted or regional schools commissioners (RSC) inspection, with space to outline any action that was taken as a result of the inspection.

The next sections pertain to anticipating risks, highlighting any incidents that occurred and establishing measures that can limit risks and incidents. The risk register should be used to anticipate any scenario that may cause risk to the trust, such as risk to income due to falling pupil numbers or poor Ofsted inspections which may cause a reputational risk, and then to establish the most effective measures for eliminating the risk. Any notable incidents that have occurred since the previous CEO report should be noted, and the measures that were implemented as a result should be outlined in the relevant column of the table. The 'Board of trustee priority areas' section follows the risk register and the notable incidents sections and outlines the areas which are a main concern for the board of trustees – often these concerns will be the result of something established within the risk register or notable incidents sections.

The report should outline all notable updates, such as updating the board of trustees on equality and diversity in the trust, a personnel update, an update on the objectives of the trust's strategic plan and an update on statutory compliance.

The report should cover an analysis on of the trust's marketing materials and recent publicity, explaining how they support the trust's strategic plan and school development plan.

The final section of the report should establish any other updates or reviews that should take place, outlining how these will be conducted and who by.

Name	URN	DFE	UKPRN
OWLS		Company Ref	08537140
Fernvale	143248	855/2149	10057867
Glenmere	139855	855/2138	10042323
Hinckley Parks	144911	855/2044	10065031
Langmoor	139859	855/2338	10042255
Little Hill	142261	855/2369	10053765



Trust information

Trust name:	Oadby Wigston & Leicestershire Schools academy trust – OWLS Trust.
Chair of board of trustees:	Jonathan Tedds.
Report completed by:	Peter Merry - CEO
Date report was completed:	Report completed for trustees meeting to be held on 25 th June 2018

Trust context

Contextual information	Trust data from previous academic year					Trust data from current academic year					Trust overall data	National average (if applicable)	
	L	G	LH	F	HP	L	G	LH	F	HP			
Academy School													
Number on roll						213	208	421	216	479	1537		
Overall percentage of boys in the trust						47	52	49	47	55	50		
Overall percentage of girls in the trust						53	48	51	53	45	50		
Percentage of pupils eligible for the pupil premium						21	10	16	14	19	16		

Trust objectives

Objective	How the report supports achievement of the trust's objective	Further action
Provide outstanding teaching across all academies – Quality first teaching	100% of Ofsted inspections rated trust-supported academies as 'good'	Conduct trust-wide training days to ensure staff are up-to-date in all areas
The Trust KPI's will aim to always be above National results	Analysis and understanding each academies data and end of Key stage results including national testing internally	Conduct trust-wide training days to ensure staff are up-to-date in all areas
Children to achieve to their full potential i.e. 85% to achieve expected progress in reading, writing, and maths by end of KS2	Pupil Progress meeting held termly by Head teachers and reports provided to CEO and Trustees	Conduct trust-wide training days to ensure staff are up-to-date in all areas
To secure a safe, secure, stimulating environment	Safeguarding checks and balances all in place and adhered to at all levels.	Conduct trust-wide training days to ensure staff are up-to-date in all areas

Overview of individual academy performance

Areas for improvement

Name of academy	Outline where the academy is causing concern	Evidence	What action will be taken to rectify this?
Langmoor	Following on from the Peer Review we are looking at how to improve our More Able Provision and how to ensure that children are being challenged appropriately within the structures of what we teach. Route to resilience is in its final term of accreditation, but the principles will continue to underpin everything that we do at Langmoor. The SSIF project for the disadvantaged boys writing is continuing into next academic year and the EYFS project with pupil premium children has drawn to a close.	2 day review Heads report Data Target Tracker Assessment Book Trawls Learning Walks Lesson observation Pupil Progress meetings Performance Management	Quality First Teaching, linked to coaching programme moderation And learning from trust schools. EEF intervention programme, up skilling of teaching and non-teaching staff to support learning and interventions. Training for staff and delivery of projects.
Glenmere	Aspire to move 15% of pupils that were expected in year 2 in R, W, and M to GDS in year 6. Aspire to move at least 25% of pupils that were emerging in reception to expected in year 2 Aspire to diminish the gaps between girls and boys in writing in different year groups through focused interventions.	2 day review Heads report Data Target Tracker Assessment Book Trawls Learning Walks Lesson observation Pupil Progress meetings Performance Management	Quality First Teaching, linked to coaching programme moderation And learning from trust schools. EEF intervention programme, up skilling of teaching and non-teaching staff to support learning and interventions

<p>Little Hill</p>	<p>EYFS to review its current environment and consistency of provision.</p> <p>Further develop mathematic strategies' enabling the pupils to start at challenging points. Reviewing marking to support this process for consistency.</p> <p>Key senior leader will now have the opportunity to develop their own professional skills further as the head teacher takes maternity leave. Not a concern but experience/opportunity.</p>	<p>2 day review Heads report Data Target Tracker Assessment Book Trawls Learning Walks Lesson observation Pupil Progress meetings Performance Management</p>	<p>EYFS practice to be review by SLT and consistency monitored. Discussions with staff to make clear plans for next steps.</p> <p>Trust Improvement Champions maths workshop has taken place for all teachers alongside Fernvale. Books are continuing to show a higher attainment. A summer assessment week is planned.</p>
<p>Fernvale</p>	<p>Aspire to move 15% of pupils that were expected in year 2 in R, W, M to GDS in year 6.</p> <p>Aspire to move at least 25% of pupils that were emerging in reception to expected in year 2</p> <p>Aspire to diminish the gaps between girls and boys in different year groups through focused interventions</p>	<p>2 day review Heads report Data Target Tracker Assessment Book Trawls Learning Walks Lesson observation Pupil Progress meetings Performance Management</p>	<p>Quality First Teaching, linked to coaching programme moderation And learning from trust schools. EEF intervention programme, up skilling of teaching and non-teaching staff to support learning and interventions</p>
<p>Hinckley Parks</p>	<p>Quality first teaching Attendance Leadership team to be established and developed Assessment and moderation processes. Continue to develop and deliver performance management and pupil progress arrangements.</p>	<p>2 day review Heads report Data Target Tracker Assessment Book Trawls Learning Walks Lesson observation Pupil Progress meetings</p>	<p>Staffing addressed and appointments made a senior levels. Trust and CEO to continue to work with Head teacher and school to move the school forward. TSA to continue supporting and staff to attend CPD.</p>

	<p>Numbers attending the school to be very closely monitored. EYFS to be developed and practice /processes improved upon. Safeguarding procedure to be reviewed and adapted – awaiting LA report from review.</p>	<p>Performance Management External support and reports NLE's & LLE's TSA supporting and support to continue.</p>	<p>Coaching and support to continue from trust in line with development planning and actions. TSA to review school during visit. Quality First Teaching, linked to coaching programme moderation And learning from trust schools. EEF intervention programme, up skilling of teaching and non-teaching staff to support learning and interventions</p>
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Areas exceeding expectations

Name of academy	Outline where the trust is exceeding	Evidence	What is the cause of this?
Langmoor	Mrs Mayer-Gibb continues to work towards the Silver Food for Life award. Mrs Redfern is looking to renew the Beyond Bullying award. The Route to Resilience training does come with an accreditation.	Projects being delivered across the school	Raised profile across the school.
Glenmere	Reading across the school	All classes have daily reading focus VIPERS. Year 6 has tuition after school for any child that wants to come and one session a week is reading comprehension. Year 3-6 now all have reading comprehension home work. Four members of staff have been on book talk training and we are purchasing a variety of reading material to support this. We are also part of a yearlong reading project where we will get funding to help support reading. We have a lot of additional hours support for pupil premium and vulnerable pupils for reading each afternoon.	Interventions and raised profile across the school.
Little Hill	The school have established a model of tiered support for quality first teaching and targeted support including planned interventions and mentoring roles. The ELSA role is firmly established with clear intervention planning put in place and use of entry criteria, outcomes, planning	Counselling service is established and we have commissioned additional sessions on mindfulness for years 5 and 6. Parental involvement has continued with the organisation of a wellbeing week focused on character strengths and resilience. Disadvantaged pupils are tracked carefully in terms of social, emotional and mental health needs and a pupil premium offer is in place.	Quality first teaching improve. Parental support. Mental health issues addressed Mindfulness approaches explored.

	and review paperwork. Assessment scales are set up to be used alongside the wellbeing trackers.	Additional interventions will be evaluated as part of wellbeing week.	
Fernvale	Attendance	96%	Profile of this raised throughout the year.
Hinckley Parks	Staffing at management level to be appointed. Structures now in place including assessment arrangements, performance management, pupil progress meeting. Planning at core level.	Head teacher & Deputy appointed both to be in post by 1 st June 2018. Performance Management folder Assessment folder and target tracker Pupil Progress meetings and folder Lesson observation and coaching programme.	Notice to improve given by the LA. School converted to an academy, staff to be held accountable. New SLT team established.

Ofsted/RSC inspections

Previous inspection outcome	Inspection date	Name of academy	Inspection outcome	Action taken after inspection	By whom?
Good	7-8 December 2010	Langmoor	Outstanding	Action Plan	SLT
Good	10 th -11 th June 2015	Glenmere	Outstanding	Action Plan	SLT
Good	Interim assessment statement 12 July 2010	Little Hill	Outstanding	Action Plan	SLT
Good	16 October 2013	Fernvale	Good	Action Plan	SLT

Good	2-3 July	Holliers Walk Hinckley Parks	Good	2017 Notice to improve from LA	LA
Further action					
<u>Provide training opportunities to teaching staff.</u>					
Coaching programme Via NLE support and TSA put into place. Peer to Peer support and reviews held at each school and across the trust/					

Risk register

Perceived risk	How would the risk impact the MAT?	Measures put in place	Date measures were put in place
A lack of expertise and knowledge within the trust of the General Data Protection Regulation (GDPR)	If non-compliant, legal action could be brought against us	Appoint an appropriate data protection officer (DPO) who will be given on training to ensure confidence and understanding	Appointed – 1/03/2018 Training – 1/03/2018

Notable incidents

Name of academy	Incident	Date reported to appropriate authorities	Actions identified and if completed	Date completed
Langmoor	None			
Glenmere	None			
Little Hill	None			
Fernvale	None			
Holliers Walk Hinckley Parks	Roofing replacement due to solar panels	October 2017	LA to repair damaged roofing	Due to be completed by summer 2019

Board of trustees priority areas

To remain in line with the development of The OWLS academy trust, and to continue to drive improvement through our strategic work, the following areas have been identified as a priority for the board of trustees for **the duration of the academic year**:

Outcomes for pupils		
Proposed monitoring activity	Link to academy development plan	Intended impact of monitoring activity
<p>QUALITY ASSURANCE AND DATA: The OWLS MAT to have available a wide range of both qualitative and quantitative data to develop clear methods of assessment, both of individual academies and of the OWLS MAT as a whole. The OWLS MAT to have robust peer review systems, ensuring that risks are effectively and swiftly managed, and intervening where performance levels drop below expected standards. The OWLS MAT schools/academies will build on the previous personal best, with year on year improved progress and outcomes for pupils/students of all abilities.</p>	<p>Action Point 3 Trust Development Plan</p>	<ul style="list-style-type: none"> • Develop and implement a comprehensive data dashboard, progress tracking and target setting processes; • Ensure all middle and senior leaders are trained in current Quality Assurance processes and Ofsted requirements; • Regularly review risk registers at both academy and MAT level, ensuring actionable contingency/ countermeasure plans are drawn up, where needed; • Review performance and identify areas of intervention at fortnightly Executive meetings with all HTs; • Develop peer reviews across the Trust; <p>Develop and communicate a clear accountability framework – including what happens when an academy/member of staff under-performs;</p> <p>Ensure all academy improvement plans feed into the OWLS MAT action plan;</p> <p>Create opportunities for pupils/students from different academies/schools to learn together to reinforce cross-trust peer learning;</p>

		<p>Celebrate the success of young people from all academies/schools, in all phases, so that more staff, pupils/students and parents witness more pupil/student achievement;</p> <p>Create a space where parents and families can access advice, guidance and training relating to the education of pupils/students in our schools/ academies;</p> <p>Continue to develop a creative and dynamic curriculum that inspires our pupils/students to have a love for learning and make accelerated progress as a result.</p>
Personal development, behaviour and welfare		
Trustee to review head teachers reports with CEO termly and review CEO report annually.	KPI's	<ul style="list-style-type: none"> • School attendance to be above national average • To secure a safe, secure, stimulating environment • All children to have access to opportunities beyond the curriculum, e.g. residential, school visits, theatre trips etc.
Effectiveness of leadership and management		
<ul style="list-style-type: none"> • Ensure the core set of values is understood and upheld across the Trust; • Develop the non-negotiables and ensure these are explicit across the Trust (i.e.: all academies are expected to follow) and that they have a direct impact on pupil/student outcomes, including 	<p>KPI's</p> <p><u>Action Point 1 Trust Development Plan</u></p>	<ul style="list-style-type: none"> • All vacancies to be filled with good quality teachers • To ensure appropriate CPD to grow and nurture own staff for succession planning • Staff retention to be at 80% • Staff attendance maintained at 95% plus • All schools to be good or better in two years as categorised by Ofsted

<p>curriculum planning, pedagogical and assessment practice;</p> <ul style="list-style-type: none"> • Ensure no academy becomes an outlier to the overall vision; • Identify what success will look like for the Trust in one, three and five years' time. 		
Quality of teaching, learning and assessment		
<ul style="list-style-type: none"> • To improve or maintain consistency in standards that result in being judged to be 'good' or 'Outstanding'; • To ensure all teaching is consistently good or better in all lessons and intervene where necessary; • To continue to exceed the national floor targets each year in the key indicators by the Department for Education (DFE); • To ensure that we continue to narrow the gap between the vulnerable and other pupils/ students; • To make sure that attendance continues to rise, for all groups of learners and staff; • To engage with the OWLS MAT improvement team to identify areas for support for all staff; 	<p><u>Action Point 2 Trust Development Plan</u></p>	<p>Teaching and learning</p> <ul style="list-style-type: none"> • Children to achieve to their full potential i.e. 85% to achieve expected progress in reading, writing, and maths by end of KS2 • Phonics screening check 82% and above • 75% of children to attain age related standards by end of KS2 within Reading, Writing and Maths. • 70% of children to achieve combine KS2 related standards across trust. • 100% of teaching and learning to be good or better • no inadequate teaching • GLD 80% - in line with National targets • The Trust KPI's will aim to always be above National results

<ul style="list-style-type: none"> To identify staff with the potential to become SLEs (Specialist Leaders in Education), LLEs (Local Leaders), NLEs (National Leaders) and Lead Practitioners and to identify those able to make a wider contribution beyond that of their own academy/school, in order that performance increases every year in each academy/school. 		
Quality of Governance & Finance		
<ul style="list-style-type: none"> Ensure the Board of Trustees agrees a strategy for both itself and the LGBs, with priorities for achieving the vision with key performance indicators and timeframes for review; Ensure there is a clear system for communicating MAT priorities from Trustees to the LGB; Develop a strategy for reporting the work of the OWLS MAT and individual academies/schools to parents, local communities and the wider influencers; Build capacity across the MAT to accelerate and sustain school 	<p><u>Action Point 5 Trust Development Plan</u></p>	<p>The OWLS MAT to have transparent and clear systems for ensuring financial probity, having access to accurate and timely management information to ensure effective budgeting. The OWLS MAT to make efficient use of economies of scale, achieving best value for top-sliced funds, and to pursue alternative revenue streams to benefit the OWLS MAT as a whole (e.g.: providing services beyond the OWLS MAT itself). A sustainable educational and business plan will be in place that supports the academies/schools to meet their core objective of delivering outstanding education for every child</p>

improvement, through the creation of an executive leadership team who will support and challenge our academies/schools to deliver improvement;		
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Equality and diversity update

Objective	Does this report support the objective?	Updates
The OWLS academy Trust aims to promote pupils' spiritual, moral, social, and cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for pupils and staff.	The trust currently grades this area as at least 'good' across the schools within the trust and is awaiting Ofsted rating at its next trust inspection	A review of the Equal Opportunities Policy to be conducted by the head teachers, LGB's and CEO to ensure that it still reflected the academy's ethos effectively.
To review the Inclusion and SEND policies across each of our academies and to upload this information onto schools websites.	The trust currently grades this area as at least 'good' across the schools within the trust and is awaiting Ofsted rating at its next trust inspection	A review of the inclusion & SEND Policy to be conducted by the head teachers, LGB's and CEO to ensure that it still reflected the academy's ethos effectively.

Personnel update

Current vacancies

Name of academy	Position	Recruitment status
Langmoor	Staffing has stayed the same this term. Mrs Redfern works closely in Year 3 so that Miss Ayub is supported and that the PPM teaching can continue. She will also continue to support our NQT and Deputy with their release time. Miss Waterfield and Miss James work closely alongside Mrs Harvey in EYFS. Mrs Smith is in Year 1 and Miss Payne and Miss Bromell continue to job share in Year 2. Miss Ayub is working closely with Mrs Redfern in Year 3 and Miss Shelton is in Year 4. Mrs Chapman continues to consolidate her work in Year 5 and Mrs Mayer-Gibb will shortly be taking maternity leave	ok
Glenmere	We have appointed Teacher permanently, who will teach in year 6. Very challenging getting good quality maternity cover in year 1 and year 4 for next year. This year we lost 50 hours support time because of a very tight budget. We are facing a lot of challenges at the moment as we have a new child that requires full time support but has come to the school with no hours In addition to this we have a child that has started running off in this last year and we are now having to give him full time support.	Advert out
Little Hill	We currently have a member of staff who are on maternity leave Mrs Pankhania the Headteacher and this is being covered by Mrs Cartledge-Splitt. Two members of staff are due to go on maternity leave at the end of term. Class teacher post has been advertised and has been filled by an NQT for next academic year. An advert for the LSA posts we require for next year will go up before half term.	Adverts to go out
Fernvale	We currently have 7 full time teachers and 1 part time teacher (2 days). The part time teacher is working in KS2 to cover teachers PPA time. Due to expansion we will be appointing 2 additional teachers. One teacher will be appointed to Foundation Stage for August 2018 and another teacher to year 1 the first year will be maternity cover however this post will continue due to the expansion of the school.	Advert out

Hinckley Parks	<p>Mr D. Harding (Head Teacher) took up post on 09.04.18 Mr B Goode took up post in Y2 on 09.04.18 Miss L.Norris has joined from supply agency for summer term (Y3) Miss S. Lapsley has joined on temporary contract to replace maternity leave until Jan 2019 (Y4) Ms F Omar has been appointed as SENCo and will take up post on 04.06.18 Mrs C. Suett has been appointed as Deputy Head and will take up post on 04.06.18 Miss S. Thomas is overseeing SENCo role as an interim arrangement Mrs R. Simmonds is overseeing KS1 as an interim arrangement Mr S. Tansey continues to be on long term absence</p> <p>We currently have 13 full time members of the teaching staff. There are two on part time contracts, two on temporary contracts and two one agency staff.</p>	Currently Fully staffed depending on number into EYFS
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New starters

Name of academy	Name	Position	Date started	Induction status
<u>Name of academy</u>	<u>Name</u>	<u>KS1 teacher</u>	<u>08/12/2017</u>	<u>Completed</u>
Langmoor				
Glenmere				
Little Hill				
Fernvale	Charlotte Adcock Anna Brouder	EYFS NQT Year 1	22. 08.18 22. 08.18	<u>Completed</u> <u>Completed</u>
Hinckley Parks	Cathy Suett Fauzia Omar	Deputy Head teacher Senco	4.06.18 4.06.18	<u>Completed</u> <u>Completed</u>

Staff absence update

	Total days of staff absence: term one		Total days of staff absence: term two		Total days of staff absence: term three	
	Teaching staff	Non-teaching staff	Teaching staff	Non-teaching staff	Teaching staff	Non-teaching staff
Name of academy						
Langmoor	2	32	1	32		
Glenmere	43	61	3	26		
Little Hill	5	2	5	47	1	48
Fernvale	0	0	0	0	3	0
Hinckley Parks	2	54	5	61		

Staff performance management update

	Number of appraisals completed	Planned completion date	Date next cycle due
Teaching staff	<u>All</u>	<u>08/12/2018</u>	<u>Term one 08/12/2019</u>
Non-teaching staff	<u>All</u>	<u>08/12/2018</u>	<u>Term one 08/12/2019</u>

Update on the objectives of the trust's strategic plan

The OWLS academy trust is committed to inspiring, supporting and enabling all pupils to achieve to the best of their ability, to believe in themselves and to develop the fundamental skills that they will need to succeed in the future. We will do this by:

- Providing a positive and stimulating environment with a wide range of curriculum opportunities, where all pupils feel happy, successful and safe.
- Developing a staffing complement that can deliver outstanding teaching on a consistent basis.
- Striving for excellence in all partnerships so that our pupils, staff and academy communities benefit from outstanding practice and leadership.
- Acting as a vehicle for enabling the sharing of best practice, and economies of scale to be achieved across the academy trust.

Pupils at The OWLS academy trust will:

- Have access to a number of academia-related trips.
- Have the opportunity to participate in a number of extra-curricular activities.
- Participate in inter-academy activities such as sports days.
- Have an opportunity to learn to play a musical instrument.
- Have access to a first-class pastoral system that supports the most vulnerable pupils.
- Have access to teaching that is of the highest-quality the academy can provide.
- Be supported in every stage of their academic journey.

Key strategic plans for 2018-2019 academic year

1. Improve outcomes for pupils across the trust
 - The trust has had instances of less than expected outcomes for pupils, rectifying this is a main priority going forwards.
 - By providing academic, social and emotional support for pupils, we will begin to rectify cases of below-standard outcomes.
 - Expanding the workforce will ensure that pupils have more opportunities for individual teacher time, which should help when pupils are experiencing academic difficulties.
 - Providing opportunities for staff to further their training and expertise will ensure a highly-qualified workforce, which will increase the standards of teaching and, in turn, pupils' outcomes should benefit.

Update on statutory compliance

What has been updated?	Action	Who has approved this change?	Date of approval
Data Protection Policy	To include the GDPR	CEO and DPO	18/05/2018
All Policies at trust level to be reviewed annually	Date set 18 th May 2018	Policies to be presented to Trustees for approval on June 25 th 2018	25/06/18
Inventories updated at each school during summer term	Summer term 2018	to be presented to Trustees for approval on June 25 th 2018	25/06/18

Media/PR

At The OWLS academy trust we care strongly about how the local community perceives the trust. For this reason, a list and analysis of the trust's recent publicity is included:

- The academy has been conducting a media campaign, where we have written a blog and published articles in the local newspapers, to promote the skills that pupils develop during lessons, such as the opportunity to learn a musical instrument.
- The academy has held several parent evenings to rectify any poor relations between parents and the trust.

The above publicity highlights the trust's ability to recognise areas of improvement and, as can be seen in the 'Update on the objectives of the trust strategic plan' section, we are doing everything in our power to ensure the best environment for pupils to learn and develop.

What's next?

Required action	Who is responsible?	Deadline
<u>Anticipating the policies and procedures that will be affected by the introduction of the GDPR, making a list of these, and taking the appropriate action to review and update these as necessary.</u>	<u>CEO and DPO</u>	<u>18/05/2018</u>