



## The Spire Church of England Learning Trust

The core ethos of the Trust can be summarised in three words:

- **Collaborate** - The Trust is committed to enabling schools to work together and learning from each other and sharing good practice.
- **Learn** - the culture of learning and being outward facing and striving to improve practice is paramount and fundamental to the working of the Trust
- **Achieve** – in working together and learning from each other we will raise achievement and thereby improve life chances of the children in our care

The Trust is a medium sized Trust with four schools and geographically centred so that all schools are accessible to each other within a lunch hour. We believe this facilitates and promotes the sharing and ethos of collaboration. There are two primary schools and two middle schools with approximately 1800 children being taught across the Trust.

### **Why is partnership working across The Spire Church of England Learning Trust schools so successful?**

Our success is underpinned by nine essential features:

1. Shared Christian values which permeate the schools and curriculum we offer
2. Shared aims – we are ambitious for all and we pledge to provide the best possible service for all the children in our classes. We promise to care enough and to challenge enough, so we can say with honesty and pride that every child here is supported to become the best they can be, regardless of their circumstance or starting point.
3. A relentless focus on the quality of teaching, learning and assessment – a compelling curriculum, skillful pedagogy and rich assessment
4. A strong belief in the value and potential of every child, no matter what their background – an ethical excellence
5. A deep commitment to professional development across the whole trust - high quality, meaningful learning for children and evidence-based, outward learning for staff.
6. Commitment to the success of other schools in the trust as much as to the success of our own school – one for all and all for one
7. Quality assurance. That is, rigorous self-evaluation and peer review of the quality of work in all our schools
8. Sharing data and using it analytically to improve our performance – raising standards higher, faster and stronger
9. Using resources where they are most needed in the trust.

## **What does membership of The Spire Church of England Learning Trust mean for schools in the Trust?**

### **1. Improved outcomes for pupils, for example:**

- Improvement in pupil progress and attainment
- Improvement in the quality and consistency of teaching and learning
- Links with pupils in other schools, which will lead to a greater sense of social responsibility, improved attendance and behaviour and a more outward looking perspective amongst pupils

### **2. Access to a wider range of professional practice, for example:**

- Working alongside a wider group of professional colleagues enables teachers to share and develop practice together
- Cross phase access provides insight into other phases of education
- Reciprocal visits provide opportunities for teachers to benchmark their practice against other schools and opportunities for longer secondments are possible
- University accredited programmes bespoke to context

### **3. Cost effectiveness, for example:**

- Shared area provision enables some courses to be offered which might otherwise have proved unviable
- Sharing of external providers or joint purchasing of equipment and resources save on costs
- Sharing of specialist facilities, for example in music or sport

### **4. Recruitment and retention, for example:**

- By raising the status of the school in the local community, schools often became popular and oversubscribed – schools 'of choice' for parents
- Additional challenge and motivation for outstanding school leaders means that they are more likely to remain in post for longer
- Developing and aspiring leaders can be promoted – often to other schools within the partnership

### **5. Raised capacity and morale, for example:**

- The process of supporting others typically enables practitioners to develop their own professional learning, challenging and extending their own practice
- By building capacity, supported schools soon find themselves in a position to support others
- Pupils often enter secondary education enthused and ready to continue their study of specialist subjects, such as science or modern foreign languages