

The Ivy Learning Trust

Core purpose

To improve the life chances of our children.

Themes

1. Community

We believe in excellent local schools for local children rooted within their communities. Whilst collaboration will be at the heart of our values, importantly, each school will retain its autonomy, unique character and ethos.

2. Inclusion

We are committed to ensuring that children who have special educational needs and disabilities will continue to get the very best provision and a fully inclusive education.

3. Excellence in Leadership

We will build upon our excellent and extensive leadership training: ensuring retention of staff through succession planning and outstanding CPD opportunities.

Principles

We believe that it is essential that our schools:

1. put the needs of every child at the centre of curriculum and policy design;
2. ensure that the safety and well-being of our children is never compromised;
3. embed pupil voice meaning that the curriculum is engaging, relevant and meaningful;
4. teach everyone how to be a good learner, understanding how to achieve;
5. use self-assessment, peer feedback, and teacher-pupil dialogue to ensure progress;
6. make sure that everyone understands their responsibility for ensuring that all, including the most vulnerable, can succeed;
7. incorporate and communicate values that underpin behaviour, relationships and learning so that everyone feels safe, respected and cared for;
8. exhibit a true 'Growth Mind-set' culture where everyone understands that effort is key to success;

9. ensure that innovation and professional development drive teaching practice and standards;
10. value staff as professionals, ensure expertise is shared and ensure workload is not allowed to become excessive;
11. listen to, work with and have pride in their community, ensuring the very best for all; and
12. ensure that everyone respects the physical environment.

Advantages of being part of Ivy Learning Trust

We believe that Ivy Learning Trust can improve the life chances of our children and ensure improved financial efficiency for these reasons:

Pushes

1. Reduced LA support going forward: Enfield local authority are making substantial cuts now and in the next few years and will have to prioritise which services to cut.
2. Financial realities: school budgets have remained at a 'standstill' for the last two years, at a time when contributions to pensions, superannuation and national insurance have gone up for employers. This has amounted to a significant real terms cut in our budget and we have to find efficiency savings.

Pulls

1. Recruitment of teachers: through using innovative recruitment strategies and offering outstanding CPD opportunities including giving leaders the ability to point to realistic career development paths and opportunities to specialise within the Trust, we can employ and retain the very best teachers for our children. From this, we can produce a pipeline of great future leaders, trustees and governors to support and develop, teaching and learning across our schools.
2. Further collaboration: formalising the mutually beneficial relationship between our schools. This will enable leaders to come together and take the responsibility to provide better education in our community, rather than just in our individual schools, supported by a common ethos. It will also facilitate the sharing of effective practice between the schools, so that when a particular approach has been shown to work, improving teaching and learning, it can be implemented across the Trust.
3. More financial control: the opportunity to make savings by choosing the exact services we need for our children, offering greater value for money. Having

centralised financial systems enables the Trust to have effective oversight and control of finances and helps promote a 'value for money' culture.

4. Efficiency savings: from pooling resources within a central team covering finance, HR and premises. This will enable cost efficient commissioning and purchasing of goods and services through a single supplier at a reduced rate and/ or facilitating the development of in-house services for our schools.
5. Future capital money: Academies benefit significantly from the Condition Improvement Fund which helps with capital works or refurbishment. Academies can apply for funding for up to two capital projects each year.
6. There is scope to generate additional income from commercial activities across the Trust. The additional flexibility and agility implicit in the new structure would allow us to respond quickly to such opportunities.

Governance

The governance of the Trust is overseen by Members and a Board of Trustees who act to ensure the core purposes of the Trust are adhered to at all times. These are all unpaid roles.

- There are currently three and there will be no more than five Members, who will be responsible for the future appointment of Trustees and the replacement of Members as necessary. They will meet once a year.
- There are currently eight Trustees who have specific expertise in Teaching & Learning and Finance as well as in other areas. Trustees are not paid and meet at least once a term.
- There will be an opportunity for a representative from Churchfield school to sit on the Trust Board. This representative, once elected to the board, will act in the best interests of all the children in the Trust.
- Individual schools will have their own Local Governing Boards (LGBs). These will have delegated responsibility to oversee the good running of their schools, particularly in relation to safeguarding and teaching and learning. Parents will be represented on each individual school's LGB.
- The current Executive Headteacher is a Trustee. He has a dual role as Executive Headteacher and CEO of the Trust.
- The current Headteachers attend meetings of the Trust Board in the capacity of Associate Trustees as well as being full members of their individual schools' LGBs.