

An introduction to United Learning & *'The New Montsaye Way'*

For Parents and carers at:
Montsaye Academy

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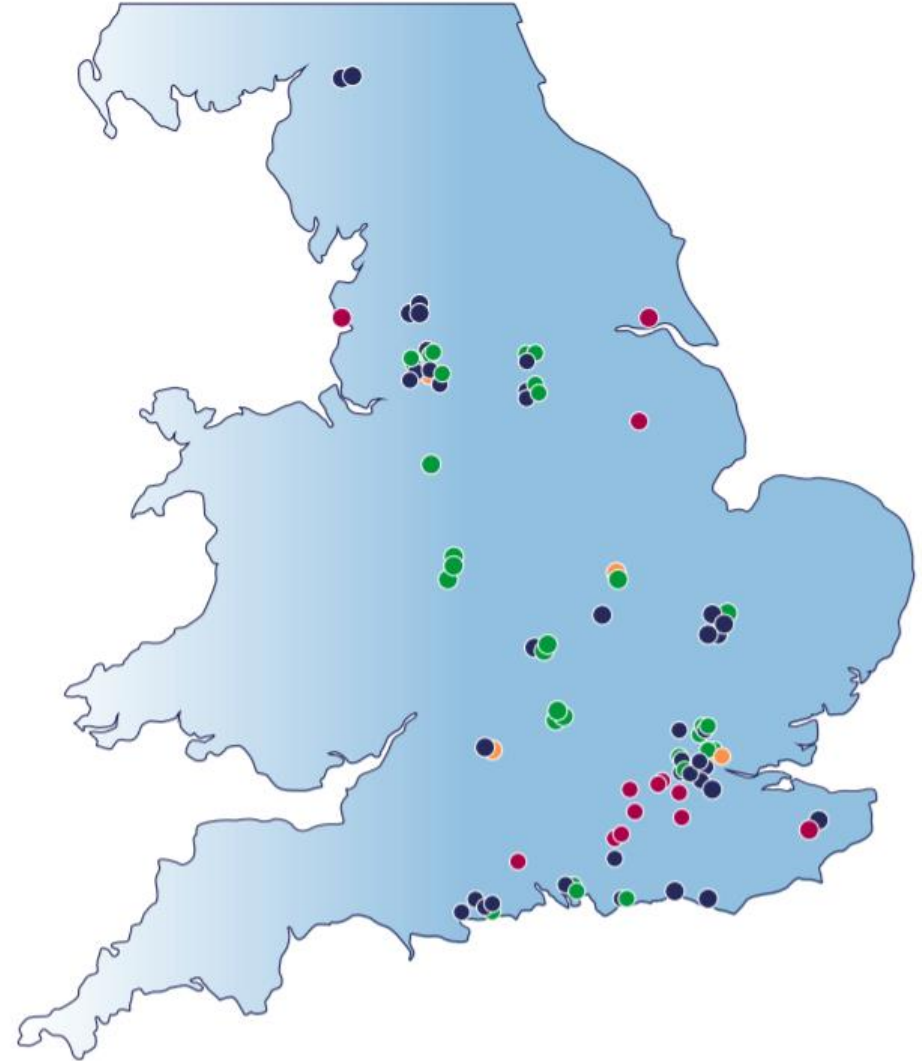


Tonight

- Brief introduction to United Learning
- Support and improvements made so far since United Learning support (linked directly to Ofsted report)
- Question & Answer

A national group of local schools

- Founded in 1880s to provide education for girls
- ULT founded in 2002
- 100 schools – primary, secondary and all-through
 - 60,000 pupils
 - Around 9,000 staff
- Children first; serving the community; relationships based



Local United Learning schools

- Northampton Academy – Ofsted Outstanding – Progress 8 is in top 1% of country
- KBA – Ofsted Good with outstanding features – Progress 8 is in top 5% of the country
- Champion – Ofsted Good – new to group since September
- North Oxfordshire – Ofsted Good
- Montsaye – date TBC

Our basic model is this...

- Headteachers run schools, report to their Regional Director with local challenge and support from the LGB
- Some central principles:
 - Framework for excellence – to give a structure for schools to succeed – whilst not being too over prescriptive
 - Financial benchmarks – we run schools that are financially prudent to ensure we maximise the learning experience
 - Co-developed curriculum – to ensure student get a great breadth and depth of experience

Our basic model is this...

- Accountability and support:
 - Termly reviews (challenge and support)
 - Subject specialist support – subject advisors for all areas - ex successful Head of Departments
 - Other educational specialist support (e.g. SEND)
 - Finance, HR, Technology, data, marketing support
 - Compliance team – Co Sec (GDPR), Safeguarding, Health and Safety, regulatory compliance.

The Framework for Excellence



The Framework for Excellence consists of five principles:

1. The best from everyone
2. Powerful knowledge
3. Education with character
4. Leadership in every role
5. Continuous improvement

Common strengths

- Each of our schools is unique, but there are common strengths:
 - Academically strong
 - High quality extra-curricular opportunities
 - Preparation for life beyond school
 - High quality sixth form provision
 - Strong record of success in Russell Group university entrance



What does this mean for children?

- Happy and secure in school – joyful education which prepares them for success in later life
- Ambitious and aspirational culture
- Help them to achieve their very best
- Children feel valued and listened to – including student surveys
- Focus on education with character
- Strong curriculum – both reflects their everyday lives and opens them up to new ideas and experiences
- Increased student opportunities – leadership programmes, music performances, university entrance programmes

United Learning Support

- Support started Monday 27th November after being engaged by Pathfinders Trust.
- Targeted action plan for school improvement across all areas – linked to all areas identified by Ofsted as areas for priority.
- We have had support through many aspects: Chris Clyne – Regional Director, subject advisors, Safeguarding lead, SEN lead, Sixth Form lead.
- Formal agreement from DfE last week for Montsaye to join United Learning – process of due diligence – we (United Learning) will continue to support in interim.
- Support will continue with Chris Clyne at Montsaye 2 days/week and continued support from all other areas e.g subject advisors, safeguarding team etc...

We want our community to be PROUD again



We want to be known as one of the best schools not only in Northamptonshire, but nation wide

Improvement from report

*‘The school has been through a period of turbulence, with frequent changes to staff and to leadership responsibilities. Effective oversight of many aspects of the school has been lacking. This has meant that many strategies to improve the school have not been implemented effectively. The school, with the support of the trust, must ensure that there is a stable body of well-supported staff. **It must make sure that leaders at all levels have the knowledge and skills necessary to improve the school.**’*

- Recruited five very strong senior leaders to start from Easter.
- Fully staffed by Easter (no supply teachers apart from long term illness) – recruited positions that have been long term vacancies e.g. Head of Languages
- Middle and Senior leaders have started meeting and working with United Learning subject advisors and central support.
- Leaders are feeling much better ‘supported’ now.
- Advert live for new Principal from September (currently Mr Baria – Acting Principal).


United Learning
 The best in everyone™
 ■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

Safeguarding review feedback

- *'Children report they feel listened to, and all members of the school community appear to have noticed and welcomed the recent changes that have been made to provide greater confidence in the school's safeguarding processes and systems.'*
- *'Staff's confidence about reporting child protection concerns has increased with clearer processes now in place, they understand their own role and responsibilities regarding safeguarding and child protection and have confidence and understanding of how they DSL team will respond.'*
- *'There has been a lot of work completed in a short time to raise expectations and standards, this is demonstrated in internal attendance data.'*
- *'It is evident that there has been a significant level of intervention and development put in place during the brief time the current DSL arrangements have been in place. These changes have allowed this report to conclude that whilst there remains sustained work and development to embed current processes and structures (that are still in their infancy) these changes have ensured at least minimum requirements are in place to manage the immediate safeguarding of children.'*

Improvement from report

*'The behaviour of some pupils is often poor. Strategies to manage pupils' behaviour are not consistently applied by staff. Poor behaviour is not tackled rigorously. Lessons are often disrupted and some pupils feel intimidated during social times. Many pupils do not take the sanctions they receive seriously. The school must urgently ensure that an **effective behaviour policy is applied consistently** and implemented fairly so that pupils can concentrate on their learning and feel safe as they move around school.'*

- New behaviour policy been written and implemented – overcommunicated to students (weekly reminders).
- Training session has been delivered to all staff by Tom Bennett (Behaviour specialist – Behaviour Hubs DfE) in December.
- Follow up training in INSET in January.
- Increase of staff presence before school, in corridors at lesson changeover, break and lunchtimes.
- New Reward system launched in January – Golden tickets – first draw happened February & 2 more planned this year.
- Changed classes to reduce number of cover lessons – curriculum review.
- New signage around the school – much more work hopefully in pipeline – NNC meeting.

AT **Montsaye** WE DO NOT ACCEPT...



- Bullying
- Racist behaviour/language
- Homophobic, transphobic or biphobic language/behaviour
- Any sexualised comments towards each other
- Any unwanted touching – no means no and nobody has the right to place hands on others
- Anything that makes someone else uncomfortable

...**Don't** BE A BYSTANDER

THE NEW **Montsaye** WAY

Improvement from report

‘Systems to manage and improve pupils’ attendance at school and to lessons are not effective, including in the sixth form. These systems are not responsive enough to reliably ensure pupils’ safety. Pupils’ absence and persistent absence are too high, particularly for disadvantaged pupils and pupils with SEND. In-school truancy happens too often. The school must make sure that all pupils attend school and lessons regularly. It must check that any pupils who are absent are safe.’

- Attendance consultant started in January – clear action plan in place to improve systems.
- Montsaye Attendance Operational Handbook in place with all structures and systems.
- New truancy systems in place – reduced internal truancy by over 90%.
- Home visits have increased in frequency and communication with home will increase too.
- Sixth Form no longer allowed off site – safeguarding them.

Improvement from report

*'The **curriculum is poorly planned and implemented**. Some pupils cannot recall what they have learned about the subjects they study. The school must ensure that a **high-quality, ambitious curriculum is planned and implemented consistently well so that all pupils, including disadvantaged pupils and pupils with SEND, achieve the high standards that they should.**'*

- United Learning curriculum being implemented in maths, English, science, history and geography initially. Full roll out over coming term, ready for September 2024.
- All middle leaders met with subject advisors from United learning and with Mr Baria.
- SEND review with United Learning happened this week – actions in place to improve provision.
- Pupil premium review of spending taken place with more targeted approach adopted.

Improvement from report

*‘There is **limited support for pupils who struggle to read**. Many pupils cannot read well enough to access the curriculum. The school must urgently put in place a well-planned and appropriately resourced reading programme. Pupils must be supported to read accurately and fluently so that they are properly equipped to learn.’*

- Lexonik reading intervention programme been purchased with staff being trained this term – high impact Phonics programme.
- Introduction of Drop Everything And Read (DEAR) time at start of every day.
- Re-launch of school reading programme during tutor time.
- New Literacy Lead across the school starts from Easter.

Improvement from report

- *'Pupils, including students in the sixth form are not prepared well for their next stage in education or as citizens in their communities. They have a limited understanding of diversity, British values and the protected characteristics. They do not experience the world of work. The school must ensure that all pupils experience a high-quality PSHE curriculum and wider personal development opportunities so that they are ready for life in modern Britain. **Sixth-form students should also gain experience of the world of work.'***
- Full review of PSHE programme.
- Review of assembly programme.
- Review of 6th form from United Learning lead has taken place with clear direction of next steps for improvement.
- Work experience being planned for Year 12 in July (not guaranteed) – working with Careers lead and 6th form lead from United Learning.
- 'All consent' coming next month to speak with students – Misogynistic behaviour and consent – all year groups.

In Summary - September 2023

- There have been SIGNIFICANT improvement's already
- The school will be unrecognisable by September compared to report
- There will be a thorough transition programme in place (still being finalised)
- Tours will be offered in summer term (after Easter) for parents/carers so you can see the improvements yourself
- We want to build the trust with community again and I want you to trust us it will be great here!
- **We are excited about the future of Montsaye Academy**

Questions?

Welcome TO THE NEW *Montsaye* WAY



- We show *Excellence* in everything we do.
- We show *Resilience* and never give up – even when it's hard.
- We show high *Aspiration* both in lessons and around school for ourselves and our conduct.

Montsaye  ACADEMY