

## About The Oak Partnership Trust

We are delighted that you are considering applying to join The Oak Partnership. I hope that this brief overview will support you to understand our roots, structure and organisational purpose and vision.

### Our Purpose, Mission and Vision

**Purpose** To be an inclusive community which inspires a passion for knowledge and the courage and confidence to fly.

#### Mission



#### Children and Young People

A safe environment to nurture creativity and confidence

#### Colleagues

The freedom to inspire, the courage to lead, the opportunity to grow

#### Community

Rooted in our communities, supporting all to thrive

**Vision** United in our common purpose. Recognised as an influential beacon of excellence.

### Our Trust Cultural Values:

We ask all adults within our organisation to uphold and promote our cultural values:

**Wellbeing** – Feeling physically and mentally good and functioning well;

**Continuous Improvement** – Constantly learning from your mistakes and building on your previous best to achieve more;

**Compassion** – Recognising other people's suffering; feeling sympathy and understanding towards them and letting them know you are ready to help;

**Fairness** – Treating everyone justly, openly and equitably;

**Teamwork** – Working harmoniously together to achieve shared goals.

### Our Settings:

Established on 1st January 2019, the Oak Partnership Trust is a family of schools that cater for children and young people from 2 – 19 years old.

Our Trust consists of 9 settings:

- Woodland's Nursery on the Ruishton site
- Little Heron's Nursery on the West Monkton site.

Selworthy Special School is split into four sites:

- Oakhill Campus provides specialist provision for primary aged learners
- Hazelbrook Campus provides specialist provision for secondary aged learners
- The Grove provides specialist provision for sixth form
- The Cove provides support for a small number of learners to access mainstream school at Court Fields Secondary School (opening a new site in 2024)

We have four Primary schools:

- Blackbrook Community Primary School.
- West Monkton C of E Primary School,
- Stoke St Gregory C of E Primary School (who joined the Trust in January 2024)
- Ruishton C of E Primary School

Hill View is a new SEMH all through school opening in September 2024

We have grown together and learned to strengthen our collaboration so that we are better able to match our purpose, achieve our mission and vision.

We have a highly motivated and skilled team of teachers and support staff who are determined to provide the best possible learning opportunities for all our children and young people regardless of barriers.

We believe that we can never stop learning and we can never stop improving. As a Trust we recognise that we are all responsible for all the children and young people across our Trust, not just with our individual builds; that by working together and learning together we can take the best from each piece and make it into a stronger whole.

## The Oak Partnership Operational Structure

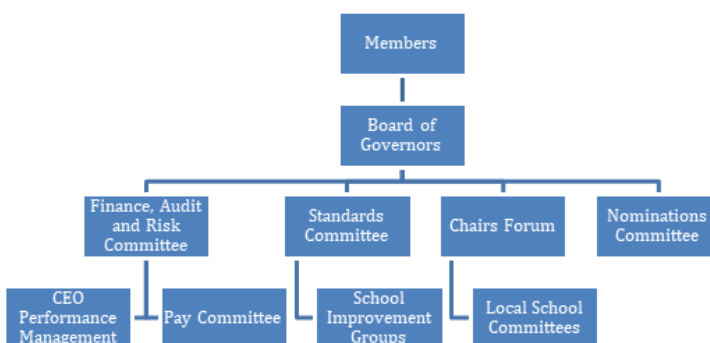
The value of being an academy, within a multi-academy trust, is the opportunity to formally collaborate and align ways of working across several sites. The structures we have established enable Heads within schools to work together and ensures they can remain focused on the core business of teaching and learning.

We continue to evolve our operational structure. Lines of communication and portfolios of responsibility are clearly established.

[Click here](#) to see the members of our central executive, business and school improvement teams.

## Governance Structure

The Oak Partnership has many dedicated and skilled volunteers supporting playing their part in the governance of the Trust - [click here to read about the role of each group](#).



Our Governance Professional and LSC Clerks support the effective function of our governance structure.

## Strategic Aims and Trust Priorities

The Trust has a clear strategic vision to support continuous improvement. We have five long term strategic aims; priorities for this academic year linked to these strategic aims have been identified through a detailed review and evaluation, tracking pupil progress, analysis of achievement and attainment alongside national comparative data, internal Learning Reviews and CEO/Trust Lead Visit reports, pupil, parent, staff and governance questionnaires.

School Implementation Plans are directly linked to the Strategic Aims. Performance Management objectives and individual and collective professional development are all linked to the School Implementation Plans. These should be working documents and as such are never complete but will be regularly reviewed and updated.

### Strategic Aim 1: Quality of Education

Priorities:

- ✓ Provide a school improvement offer that ensures all schools within The Oak Partnership Trust are self-evaluating as at least Good
- ✓ Review and maintain an ambitious curriculum for both maintained and special school settings.
- ✓ To ensure that our IT is fit for purpose and supports our ambition for improved outcomes for all learners.
- ✓ To attract, retain and develop talented colleagues by ensuring they are well supported and have access to quality professional development.

### Strategic Aim 2: Communities and Environments

Priorities:

- ✓ Ensure that all our schools carry forward the Trust's Cultural Vision and Values in a way appropriate to the community characteristics of each school.
- ✓ Strive to be environmentally harmonious, ensuring positive learning environments that consider local health and safety, a clear decarbonization strategy and nurture a culture of safeguarding and wellbeing.
- ✓ Ensure the Trust has mechanisms to capture the voice of the most disadvantaged pupils within our Trust and uses this voice to inform strategy.
- ✓ Develop a strong and impactful connection between all elements of the community – Pupil, Staff, Parent and Wider Community (including Church)

### Strategic Aim 3: Business Operations

Priorities:

- ✓ Ensure the trust is financially viable to enable all learners access to the resources they need and have budgets to support the growth of the trust
- ✓ Ensure the trust estate is fit for purpose and provides safe, healthy and sustainable school environments
- ✓ Ensure there is an effective and efficient central team to empower school leaders to focus on teaching and learning and which supports the growth of the trust
- ✓ Ensure full compliance with the Academy Trust Handbook (ATH)
- ✓ Develop a Trust Digital strategy including cyber security

## Strategic Aim 4: Securing the Capacity for Growth

Priorities:

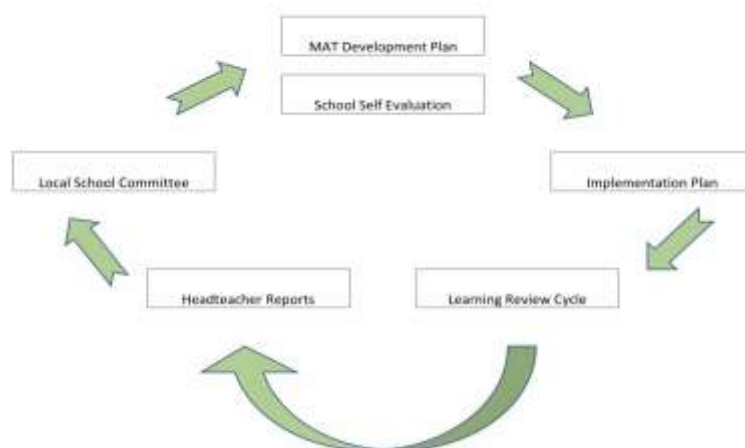
- ✓ Provide a school improvement offer that ensures The Oak Partnership Trust can articulate and provide a coherent offer of external school to school support.
- ✓ Build a strong infrastructure that is financially viable and sustainable.
- ✓ Ensure strong strategic governance at all levels.
- ✓ Senior leaders are held to account for the effectiveness and compliance of the Trust's business function.
- ✓ Due diligence processes are rigorous
- ✓ Develop effective project management processes and infrastructure for the inclusion of any new schools to the Trust

## Strategic Aim: 5 – SEND and Inclusion Strategy

- ✓ Ensure that every learner is provided with high quality teaching that focuses on removing barriers to learning.
- ✓ Ensure all learners have their additional needs met through the development of internal support services alongside active engagement with those provided externally.
- ✓ Enhance the leadership and management (including Governance) of SEND. (*Link to Strategic Aim 2*)
- ✓ Grow the specialist provision offer alongside strategic partners providing learners with provision that is commensurate with their needs. (*Link to Strategic Aim 4*)

## School Improvement Strategy

School improvement across The Oak Partnership is focused on a metronomic plan-do-review process, which aims to ensure that actions lead to qualitative and quantitative incremental gains.



This process, the Learning Review Cycle, relies on the engagement of leaders and governance at all levels to provide challenge, support and seek accountability through a series of activities built around regular Learning Review Weeks.

The Learning Review Cycle is built around these Learning Review Weeks undertaken during the academic year. This allows for a focus on the priorities identified in the **Trust Strategic Aims** and areas for improvement identified at a school level in the **School Self Evaluation Form**.

These two documents are translated into local school plans using the **School Implementation Plan**. This requires schools to EXPLORE, through research, programmes and practices they wish to implement; PREPARE specific plans and take practical steps (eg train staff, develop infrastructure); DELIVER new approaches through faithful adoption and intelligent adaptation, with follow up support and flexible leadership; and SUSTAIN change by scaling up and continually acknowledging, supporting and rewarding good application.

How effectively changes are implemented is driven by the **Learning Review Cycle**. This requires school leaders and governance to monitor that actions agreed have been undertaken in a timely manner and to evaluate the qualitative (in the short term) and quantitative (in the long term) impact of the agreed actions on the standard of teaching and learning for all children and young people.

The evidence gathered during the LRC is collated by Heads and presented in summary, along with any additional information required (such as attendance, exclusions and safeguarding data) to the School Improvement Group, which meets three times a year.

The outcomes of the School Improvement Group and the Headteacher Report forms the core focus of the **Local School Committee Meetings**, with the agenda directing support, challenge and accountability to the core purpose of the committee. This is reflected in the Scheme of Delegation, Term of Reference and Standard Agenda for this committee.

This process has been deliberately structured around a set of documents that have been standardised across the Trust.

### **Internal, Partnership and External Monitoring and Audit**

We have established three levels of monitoring that enable:

- a. School leaders and Local School Committees to constantly self-evaluate and monitor progress against school improvement priorities;
- b. Partnership Leaders and leaders from across the schools to quality assure each other's evaluations and monitoring and add professional rigor and judgements to the learning review process;
- c. External professionals quality assure each school's evaluation and provide an external judgement.

As well as utilising internal and external reviews of teaching and learning, we have also established an external review of safeguarding, external review of phonics; Partnership audit of SEND, and writing moderation training to establish a Partnership moderation team.

**Ian Robinson**  
**Chief Executive Officer**