



MOSAIC
SCHOOLS LEARNING TRUST

“Achieving Excellence for Every Child, Every Day”

OUR EDUCATION STRATEGY

Outlining the support and quality assurance for schools within the Trust by Trust Leaders to enable all schools and their leadership to flourish

Our Education Strategy

Introduction

The main purpose of Mosaic Schools Learning Trust is to be a place where schools can work collaboratively to the best that they can be for the benefit of all the children in our care within the schools that make up our Trust family. We want all children to flourish and to receive the best education that we can provide. In short, we want to achieve excellence, for every child, every day”

We believe in true collaboration, working in partnership, investing in people and building capacity for long term, sustainable success. We are accountable to each other for each other and we all take responsibility for every child.

Our History & Aim

Mosaic Schools Learning Trust is a new Trust formed in 2024 from the merger of two successful former trusts: Connect Schools Academy Trust and Compass Academy Trust. Together we know that we are stronger and have come together from a strong collaborative working relationship over a number of years. Our aim is to maintain and grow good and outstanding academies and ensure the rapid improvement of any academies that need support.

Our Mission, Core Values & Principles

As a Trust, we have a clear mission and core values that underpin us in achieving excellence for every child, every day.

Our **mission** is to provide everyone with a learning experience that:

- Is rooted in a culture of excellence.
- Is relevant to a complex and ever-changing world.
- Engages with and celebrates the diversity of our communities; and
- Empowers everyone to contribute positively to society.

The **Core Values** that drive our attitudes, behaviours and organisational health are:

- **Respectful**
 - Treat others as we would like to be treated
 - Understand and celebrate difference and diversity
 - Be kind, helpful and empathetic
- **Resilient**
 - Develop the confidence to keep going in the face of challenge.
 - Learn from our mistakes and find ways to bounce back from set-backs
 - Know that we can respond to a challenge positively
- **Resourceful**
 - Have a positive mindset and work well together to solve problems
 - Be open-minded, think creatively and ask questions
 - Use your knowledge and skills to make a positive difference

The **Core Principles** that underpin our work are

- **Excellence**
 - *The Trust is one of **lifelong learning**; all are committed to continual development.*
 - *Learning should be **inspirational and encouraging**.*
 - *We test for the **impact** of our interventions; never afraid to suggest a better way of proceeding.*
 - *We are always looking for **opportunities** to leave things better than we found them.*
 - ***Sustainability** forms an important part of our assessments.*

- **Assertive Collaboration**
 - *All members of our Trust should seek the **opportunities** for working closely together and the increased impact we can have when we pool our talents and resources.*
 - *We are outward looking and like to work with other Trusts and organisations; we are accountable for making sure our learning of good practice is spread throughout the Trust.*

- **Whole Child**
 - *We believe children should **enjoy** their educational experience as well as achieve academically.*
 - *Whilst educational targets must be met, a broad and rich curriculum should **encourage a interests of all our children**.*
 - *We will **empower** children to learn a variety of skills for life in a changing world.*

- **Momentum**
 - *We do things with a sense of **timeliness** recognising more impact can be achieved if we move quicker.*
 - *We are **scanning the horizon** and anticipating the opportunities as well as the risks of change.*
 - *We guard against herd mentality and base our decisions in **evidence**.*
 - *Research will ensure our learning is always **ahead of the curve**.*

- **Community Centred**
 - *We believe engaging with and **involving parents/carers** in the learning of the children can have profound benefits.*
 - *Our academies and pre-schools are at the heart of our communities so should be an **inclusive** place for everyone.*
 - *We have an obligation for everyone's **wellbeing**.*

Our Strategic Aims:

Our strategic aims are considered and linked to the DfE 'five pillars of a strong trust'

- **Effective curriculum supporting outstanding academy outcomes**

We aim to enable all children to achieve their very best, year on year

- **Outstanding teaching learning and assessment**

We aim to provide the highest quality teaching and learning experiences that inspire children and enable them to flourish

- **Outstanding leadership at all levels**

Our aim is to ensure there is high quality leadership in all areas that drive the success of the academies

- **Effective systems and processes**

Our aim is to create systems that ensure there is robust accountability.

- **Investment in people**

Our aim is to develop an innovative and highly knowledgeable Trust team that has significant opportunities to grow and develop within the Trust

- **Sustaining a focus on culture, safeguarding and safety**

Our aim is to keep children safe and to ensure they are effectively educated in keeping themselves safe in today's society

- **Planning for Sustainability**

Our aim is that we grow an organisation that proactively plans for the future

How the Education Strategy Works

The Education Strategy is our approach to monitoring and evaluating, supporting and challenging our schools to secure the best possible outcomes for all our children.

The Strategy is implemented collaboratively between school leaders and Trust Leaders. The process is both sequential and responsive to the needs of our schools

Each school will be entitled to an ongoing schools improvement/development offer as agreed with senior leaders based on the categorisation of the school. This may be flexed or adapted depending on the more detailed circumstances of each school.

Trustees and executive leaders are committed to the principle of equity and equality for all children within the Mosaic family of schools and will ensure that our collective resources are used to promote and achieve this end.

Core Offer for School and Leadership Development

In order to support each school to flourish and deliver excellence for every child, every day, Mosaic Schools Learning Trust will:

Firstly,

- Work with each school to ensure a personalised approach which reflects the distinct context of each school
- Focus on impact and long-term sustainability
- Provide professional learning opportunities to develop leaders and staff to ensure there is capacity for ongoing improvement
- Proactively seek out good practice and act as a broker of support across the Trust, ensuring that the high-quality practice is shared
- Ensure that research and inquiry are the catalyst for driving standards forward effectively

Secondly,

- Provide a strong core team of highly experienced and skilled practitioners and leaders particularly by Mosaic Trust Advocate Teachers and Leaders (or externally sourced if necessary) to journey with schools and achieve their next steps and future aspirations.
- Embed collaborative learning partnerships to coach, innovate and share current best practice
- Provide expert support from Business Services to support administration, finance, HR, premises, compliance and governance
- Create a culture in which our Mission, Core Values & Principles can be embed and evidenced in all that we do.

Such opportunities can include:

<i>Fortnightly visits from an Executive Headteacher</i>	<i>Support for Self-Evaluation, Data Analysis, & School Improvement Planning</i>	<i>High Quality CPD focussed on national, trust and school priorities for all groups of staff</i>
<i>Support for Curriculum Development and Quality Assurance e.g. support for Subject Leaders</i>	<i>Curriculum, Teaching, Learning & Assessment Reviews</i>	<i>Allocated central Business Services support</i>
<i>Coaching & Supervision for Headteachers</i>	<i>Pupil premium, SEND & Safeguarding Reviews</i>	<i>Support and training for Local Governors to enable them to thrive in their roles</i>

Categorisation and Entitlement

The internal categorisation of our schools is made using a range of triangulated information gathered from a number of sources including: Trust quality assurance processes (including Local Governance); outcomes of statutory information (Ofsted); and internal and published data. Precedence is given to the Trust's quality assurance information in order to determine the categorisation and support required.

Category	Key Indicators
FLOURISHING	<ul style="list-style-type: none"> ○ A culture is embedded which enables staff and children to flourish and strongly displays the Trust's Core values and principles ○ A strong vision focused on the whole child is in place, enabling children to flourish in school and beyond ○ There is confidence in performance by leaders and governors which secures excellence in all areas of the school life ○ The school's reflective self-evaluation is accurate and well-articulated to all stakeholders to enable them to be innovative and forward-thinking ○ The school proactively leads collaboration across a range of areas within the Trust to support others enabling them to succeed.
EMBEDDING	<ul style="list-style-type: none"> ○ The school meets the needs of children and staff and there is increasingly strong evidence of the Trust's Core values and principles ○ A strong vision, owned by leaders and governors for the development/improvement of the school is in place that details its capacity to achieve it ○ There is a consistent and cohesive approach to most areas of school life ○ Self-evaluation is reflective and accurate of the current position of the school and is forward thinking. ○ The school engages with and benefits from collaborative working across the Trust.
STRENGTHENING	<ul style="list-style-type: none"> ○ Leadership (including governors) is focussed and committed to the improvement journey of the school ○ Although the school is meeting the needs of children and/or staff there are some clear areas that need rapid, focussed improvement ○ Internal and external support is sought where necessary to deliver improvements ○ Typically, there is some inconsistency and lack of coherence in identified areas ○ Typically, self-evaluation recognises current gaps
RESETTING	<ul style="list-style-type: none"> ○ School not fully meeting needs of children and/or staff ○ There is insufficient capacity to bring about needed improvement without support beyond the school ○ Typically, at least one area of school life is not functioning effectively or statutorily (e.g. in relation to the EIF Ofsted Framework). This could include local governance. ○ Self-evaluation is inaccurate or inconsistent and/or school improvement planning fails to prioritise or articulate appropriate actions to bring about rapid improvement.

Level of Entitlement

	Flourishing	Embedding	Strengthening	Resetting
SIDP and SEF validation	✓	✓	✓	✓ Plus support to write
Cross Trust quality assurance review termly (Minimum)	1	1	1	2
School improvement visits termly	Bi weekly	Bi weekly	Bi weekly	weekly
Trust CPD offer termly	In discussion with leaders	In discussion with leaders	2 sessions supported/delivered by Trust	4 sessions supported/delivered by Trust
School CPD offer	weekly	weekly	weekly	weekly
Audits termly including Safeguarding, website and SCR	✓	✓	✓	✓
Access to subject leader forums termly	2	2	2	2
Support for statutory Inspections	✓	✓	✓	✓ Including agreed 30 day plan to ensure pace of change
Access to HT strategic leadership sessions	✓	✓	✓	✓
Access to Mosaic Expert teacher pool termly	1 session	1 session	3 sessions	6 sessions
Termly moderation	✓	✓	✓	✓

Requirements for all schools enabling them to flourish:

Leadership	<ul style="list-style-type: none"> - Adopts, models and exemplifies the Trust’s values, principles and aims. - Leads authentically and consistently - Listens deeply and is emotionally intelligent of self and others. - Ensures safeguarding is robust and quality assured to providing a safe and secure environment for all to thrive in. - Local governance demonstrates clear effectiveness
Curriculum	<ul style="list-style-type: none"> - Is ambitious, inspiring and with clear Curriculum Drivers in place that are evident across the academic and wider curriculum (including the enrichment offer) - Subject Leaders are supported and equipped to deliver strong leadership in each subject - Long and medium planning is of a high quality taking into account and linking to prior future learning, recognising the substantive and disciplinary aspects of learning with clear end points identified. Planning is carefully sequenced to enable children to learn and remember more.
Excellent teaching & Learning	<ul style="list-style-type: none"> - Pedagogy is intentionally designed to deliver learning that has impact - Creates a lifelong love of learning, inquiry and culture - Teaching passionately delivers the development of knowledge and skills deeply rooted in the aspirations of the curriculum.
Thriving Culture	<ul style="list-style-type: none"> - Through the promotion and application of Trust and school values, all children and staff have the conditions to thrive in - Behaviour and relationships policies reflect a culture where staff and pupils are able to demonstrate self-regulation, effective conflict resolution and intrinsic motivation to succeed - Children’s and staff attendance is in line or above national benchmarks - Children with additional needs or who are disadvantaged are well provided for so that they can access and succeed
A Commitment to Wellbeing	<ul style="list-style-type: none"> - All members of the school community feel safe, valued and respected - Staff and pupils are supported in finding and adopting personal wellbeing strategies that are enablers to good mental health - The overall culture and ethos of the school promotes effective pastoral care and overall wellbeing - Clear signposting is in place for matters that are beyond the knowledge/skill base of the school.
Flourishing Staff through ongoing development	<ul style="list-style-type: none"> - The school culture proactively works to develop, celebrate and give opportunities for ongoing learning, including professional qualifications (such as NPQs) - Effective performance management appraisal takes place and staff are enabled to have structured career plans - A strong commitment to the collaborative sharing of expertise is evident
Equality, Diversity & Inclusion	<ul style="list-style-type: none"> - This is evidenced through the outworking of relevant Trust/school values - Difference is welcomed and celebrated and everyone is treated with dignity and respect - Equitable and inclusive learning environments are provided - All aspect of school life – academic and non-academic are evaluated for how equality and diversity is promoted or represented. All staff and governors have undertaken relevant training including that for unconscious bias

Trust Assessment Tracker

	On Entry (October)	Autumn (December)	Spring	Summer
Year 6		SATs benchmarking assessment	SAT's benchmarking assessment	Statutory SAT's testing
Year 5				End of Year benchmarking assessment
Year 4	Multiplication assessment	Multiplication assessment	Multiplication assessment	Statutory Tables testing
Year 1	Phonics Assessment Half termly	Phonics Assessment Half termly	Phonics Assessment Half termly	Statutory Phonics testing
All year groups		Data drop for R/W/M	Data drop for R/W/M	Data drop for R/W/M Foundation subject analysis by Subject Leaders
Reception (EYFS)	Baseline Assessment	Phonics Assessment Half termly Data drop for Prime areas plus reading and writing	Phonics Assessment Half termly Data drop for prime plus reading and writing	Phonics Assessment Half Termly Data submission ELGs & GLD

Trust-led Moderation

	On-Entry	Autumn	Spring	Summer
Year 6				Writing LA moderation or Trust moderation
All year groups		Year group moderation prior to data drop in R/W/M Trust moderation in writing Trust moderation in one foundation subject on a rotational basis	Year group moderation prior to data drop in R/W/M Trust moderation in maths Trust moderation in one foundation subject on a rotational basis	Year group moderation prior to data drop in R/W/M Trust moderation in reading Trust moderation in one foundation subject on a rotational basis
Reception	Baseline Moderation	Year group moderation prior	Year group moderation prior to	Year group moderation prior to

		to data drop in prime, reading and writing	data drop in prime, reading and writing	data drop in prime, reading and writing
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Mosaic Model for Resetting a school

Focus	Key points	Actions
Leadership and Management/Vision	<ul style="list-style-type: none"> Establish a shared vision/set expectations Establish support needed to ensure effective leadership 	<ul style="list-style-type: none"> Meeting with staff/share vision and expectation Letter to stakeholders to share vision/expectations Organise appropriate on the ground expertise to support leadership (including governance)
Curriculum design	<ul style="list-style-type: none"> Work with leaders to assess strength in curriculum subjects and create a priority plan from this 	<ul style="list-style-type: none"> 30 day plan created to ensure pace of change in priority subjects
Monitoring and intervention	<ul style="list-style-type: none"> Quality assure data so clear about current position of school. Consider use of cross Trust resources to support where needed 	<ul style="list-style-type: none"> Agree priority areas and organise support for identified groups of pupils as needed with termly monitoring
Systems and Policies	<ul style="list-style-type: none"> Ensure all statutory policies in place to include key safeguarding policies Ensure all staff understand their responsibilities in terms of the statutory policies Review budget to align monies against priorities 	<ul style="list-style-type: none"> Give staff time to read policies and ask questions/additional training where appropriate. Ensure all staff fully understand their responsibilities with regards safeguarding/other statutory policies Appropriate steps taken to ensure money is best supporting teaching and learning priorities
Teaching, Learning and Assessment	<ul style="list-style-type: none"> EHT's to assess quality in the classroom and identify areas that need immediate support Consider use of Trust expert teachers to provide additional capacity 	<ul style="list-style-type: none"> EHT's to carry out learning walks and consider where use of Trust expert teachers can support.
Personal development,	<ul style="list-style-type: none"> Review behaviour policy 	<ul style="list-style-type: none"> Consider if any changes are needed to support a calm and orderly environment and provide training where needed
Professional Development	<ul style="list-style-type: none"> Identify priority areas for development and organise Trust led training to support 	<ul style="list-style-type: none"> Create a timetable of highest priority training