



FRAYS
Academy Trust

SCHOOL IMPROVEMENT OFFER





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WELCOME

We are a family of schools dedicated to fostering excellence in learning through strength in partnership and investment in character.

We are a well-established Trust, experienced in school improvement and with a strong track record of improving schools.


As a Christian organisation with Church articles, we have been very successfully in ensuring the best possible provision both our Church schools as well as our community schools.

We have excellent retention rates for our staff as we provide a very strong package of professional development. This has enabled so many of our leaders to progress in their careers, taking on new challenges and making a significant impact on the education of our children.

Our vision is to provide a nurturing and inclusive environment where every child can flourish, develop their talents, and reach their full potential. We believe in collaboration, innovation, and a commitment to strong, Christian values.

Frays was established in 2012 with a clear vision: to empower primary school children with an exceptional education. We've grown into a multi-academy trust managing seven schools across South Hillingdon and Wokingham.

Our mission is unwavering: to unlock the full potential of every child entrusted to our care.



At Frays, we believe in the transformative power of education, equally accessible to all regardless of background, culture, or faith. Through exceptional teaching, we equip our pupils with the skills and resilience they need to thrive. Our aim is to foster a love of learning, setting them on a path to become well-rounded, confident young individuals.

OUR HISTORY

LDBS Frays Academy Trust originated from the successful federation and improvement between St Matthew's and Cowley St Laurence Primary Schools in South Hillingdon. The Trust was formed in 2012, initially covering South Hillingdon.

As a result of our successful approach, the Trust began to work in other neighbouring local authorities and opened our first school in Wokingham in 2019.

The Frays approach has been based on two models; direct support from the central team and the school to school support model which has worked successfully in supporting other schools outside of the Trust.

An integral part of the vision of Frays is to develop staff and leaders at all levels to empower change and develop an exciting and vibrant curriculum.

We have had huge success in transforming leadership in our schools with a strong track record of internal appointments to new leadership positions; a significant proportion of our Headteachers started their careers in Frays.

The development of people within Frays has enabled us to develop a strong track record of success in improving the effectiveness of schools both within Frays and with schools outside of the Trust.

As a Trust, we continue to look for opportunities where we can improve the education and life chance of young people.



ENHANCING EDUCATION: OUR CORE OFFER

Our core offer is primarily focused on improving the quality of education in our schools. This mission is central to our vision and purpose, reflecting our unwavering commitment to fostering an environment where students can thrive academically and personally.

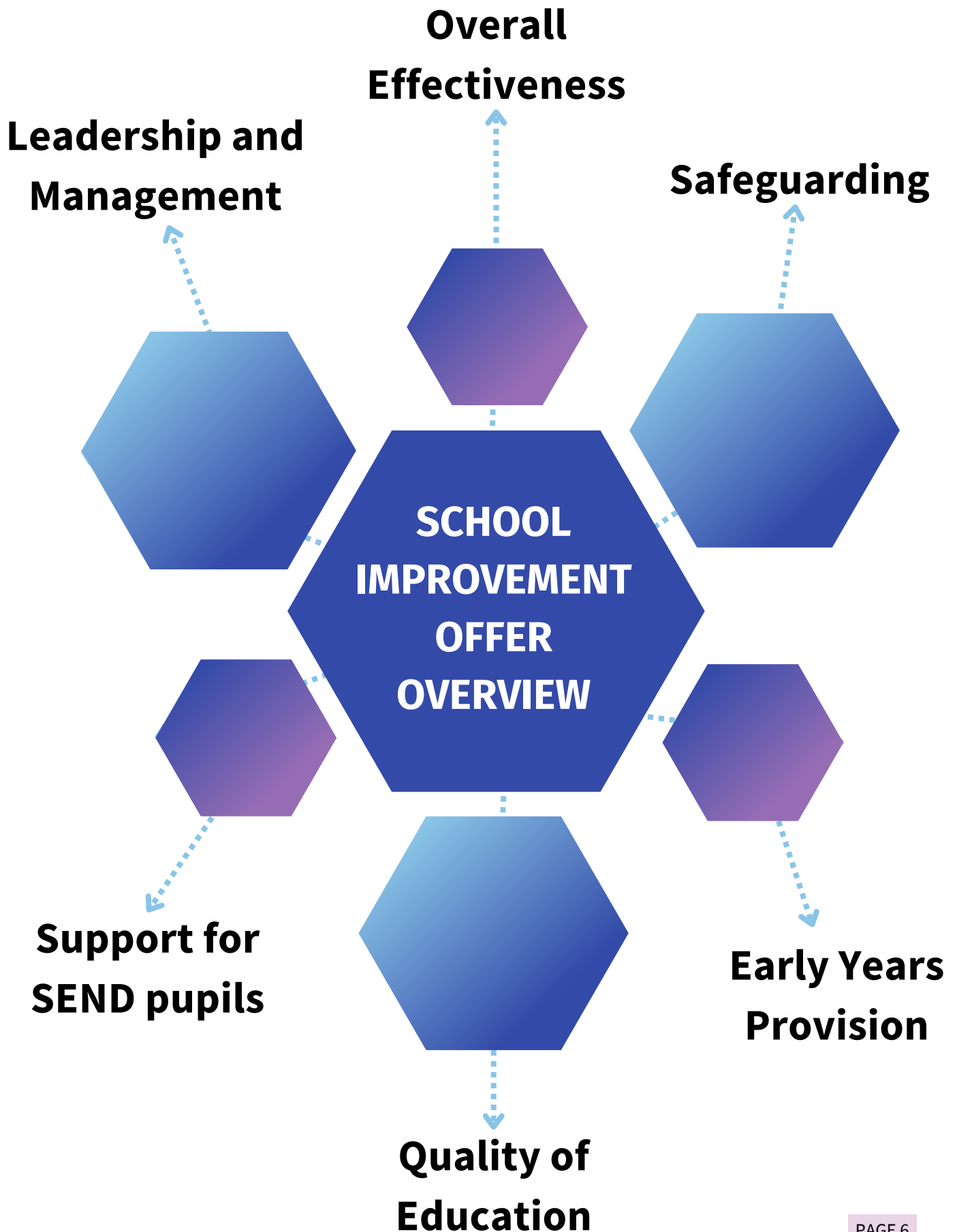
Committed to Excellence in Schools

Our **vision** is to create an educational landscape where every student has access to high-quality learning experiences. We believe that by enhancing the quality of education, we empower students to reach their full potential and prepare them for future challenges.

The purpose of our core offer is to provide comprehensive support and guidance to schools, ensuring that they can deliver superior educational outcomes

This involves a multi-faceted approach that addresses various aspects of education, from curriculum development to teacher training and to ensuring that there is an approach that promotes well-being and development across the organisation.







Curriculum development

We work closely with schools to design and implement the curriculum that is both challenging and engaging, tailored to meet the diverse needs of the pupils



Teacher professional development

Our programmes focus on continuous professional development for teachers, equipping them with the latest pedagogical skills and knowledge. This is provided locally by schools but also centrally around aligned topics



Leadership development

Our focus is on local support for leaders as well central training for leaders at different levels. Our networks and leadership meetings allow for leaders to share strong practice and develop partnerships around school to school support



Development of support staff

- We offer support for our support staff to ensure that pupils get the very best support in the classroom from the latest research and development
- Our finance teams meet regularly with the Chief Finance Officer to update and improve budgeting and forecasts and ensure that we are meeting our statutory functions
- Our site managers receive support from the Chief Operating Officer who completes an annual health and safety report for each school
- Our Office Managers receive support from our Business Support in developing systems and processes in school but also managing the many elements of compliance, including the development of the Single Central Record and the website compliance



Governance

- Our central team produces data for schools in a manageable format that allows governors to understand easily the areas where a school is performing well and where performance needs improving
- Our central team provide support to Chairs, Clerks and Governors as well as written guides
- There is a termly meeting of Chairs of Governors with the Chair of the Board to understand how well governance is working across the organisation as well as any areas of improvement
- Our central team produce statutory policies as a result of consultation with leaders across the Trust. Once approved by Board, these policies support governors in their statutory duties
- Our CEO holds school improvement meetings with Headteachers each term. Following these we report to each Local Governing Body to help governors focus on the areas where individual schools are doing well and areas where improvement is focused. The CEO will visit each Local Governing Body once a year to discuss the annual performance of a school
- Our Inclusion Strategy Manager provides annual training for the designated Safeguarding and SEND governors. The central team also provides annual training for all governors on Safeguarding and other key topics



FRAYS SCHOOL IMPROVEMENT TEAM



Chris Cole, Chief Executive Officer

Chris has been involved in senior leadership of Primary schools for the last 25 years. As a qualified teacher of 33 years and Executive Headteacher, Chris has led and grown the organisation, improving school effectiveness and sponsoring schools. Chris has also been involved in Governance across the primary education sector, chairing Interim Executive Boards and providing support for governing bodies.

Sonia Mallick, Director of Teaching and Learning

Sonia been involved in leadership of primary schools at every level as well as working in advisory capacity for local authorities. As a qualified teacher, Sonia has been instrumental in turning around schools causing concern as Headteacher.



Nikki Cole, Early Years Strategic Lead

As a very experienced Early Years Lead and outstanding Early Years teacher, Nikki has supported schools in developing the effectiveness of their Early Years. As a qualified teacher, Nikki has successfully supported the improvement of all Early Years settings resulting in strong curriculum provision and outcomes.



Kate Wood, Inclusion Strategy Manager

Having been in senior leadership positions as SENDCo, Inclusion Manager and Deputy, Kate provides direct support to our SENDCos and Designated Safeguarding Leads. As Senior Designated Safeguarding Lead for the Trust, Kate has been instrumental in ensuring that Safeguarding is strong across Frays.



Detailed programme: Leadership and Management

Statutory Obligations

- Assisting in monitoring the delivery of statutory tests.
- Working alongside HTs and SLTs in schools to support writing moderation before statutory submission

Assessment

- Supporting leaders in using assessment and data to support CPD
- Supporting planning and adjustments to planning in the light of data analysis

Developing Aspiring Leaders

- Working alongside new and/or specifically identified leaders e.g. new AHTs, DHTs and core SLs to devise action plans and identify key areas of focus in schools
- Assisting curriculum development so that it meets the needs of individual contexts
- Co-planning CPD for delivery to whole school staff
- Supporting the creation of effective SEFs and SIPs
- Working with HTs to devise the best method for reviewing reading, the curriculum and teaching and learning through an agreed format

Evaluating and Monitoring

- A range of potential review activities (outlined above) carried out in an agreed format for maximum impact. Devising an agreed timescale for embedding development points and monitoring impact.
- Learning walks with agreed leaders
- Effective evaluation of areas of the curriculum and T&L identified by HTs themselves.



Detailed programme: Quality of Education



Developing Individuals and Staff Teams

- Identifying strengths and areas for development for key leaders and teachers in schools, thus supporting the creation and development of bespoke support plans.
- Supporting identification of key areas of strength and development and assisting in identifying and planning CPD to meet schools' needs.
- Planning and assessment support, including using assessment information effectively to inform practice, particularly with reference to the wider curriculum
- Ensuring, through follow-up conversations or visits, that leaders have the support required to ensure action points will be successfully implemented with good outcomes

Detailed programme: Safeguarding

- Coaching and mentoring support for DSLs, including managing workload and priorities
- Ad hoc advice and support for specific cases
- Support with managing allegations and low-level concerns against staff
- Providing annual safeguarding training “catch up sessions”
- Devising training package for any safeguarding area to meet the needs of the school
- Support and training for DSLs and Deputies on the management of Edukey
- Implementing, reviewing and monitoring the safeguarding curriculum
- Developing the quality of Safeguarding Link governor visits
- Supervision for DSLs, where the DSL is the HT
- Improving the use of pupil voice to explore current safeguarding themes and assess the impact of the safeguarding curriculum
- Developing risk assessments and safety plans e.g. to manage sexually harmful behaviour or self-harm
- Policy development
- Safeguarding reviews

Detailed programme: Support for children with SEND



Leadership Development

- Understanding roles and responsibilities, developing a delegated model of SEND provision
- Coaching/Mentoring for SENDCOs, including managing workload and priorities.
- Setting school vision and developing a whole school inclusive culture
- Effective use of assessments and target setting
- Preparing for OFSTED

Provision

- Identifying priorities and creating SEND development plans
- Effective deployment of LSAs and resource management, including financial planning
- Early identification strategies and diagnostic screening
- Developing systems for a timely and effective Graduated Response
- Providing individual pupil advisory support for complex needs
- Improving intervention quality and ensuring learning transfers back to the classroom
- Creating a whole school approach to provision mapping
- Sourcing therapists and alternative provision
- Supporting SENDCOs in delivering effective in-class support
- Training curriculum leaders to improve SEND progress in their subjects
- Using data to identify learning barriers and enhance planning

Statutory

- Suspensions/PEX support and guidance
- Developing effective behaviour support plans, individual risk assessments and reasonable adjustments
- Implementing a school wide behaviour strategy
- Developing effective anti-bullying strategies
- Whole school SEND review
- Support for Inclusion Leads/SENDCOs in monitoring the impact of provision and identifying next steps

Detailed programme: Early years



Statutory Obligations

- Safeguarding and Welfare requirements review
- Additional safeguarding considerations in Early Years, including staff training, consent curriculum, etc
- Early Years SEND review, solo or joint with SENDCo
- 30-hour offer - all considerations including operating within statutory guidelines, curriculum, staff training, etc.
- Curriculum audit to ensure adequate coverage of the Educational Programmes
- Transition to Year 1, including training and support for Year 1 teachers and KS1 leads
- EYFS links to the National Curriculum, including subject leader training and support
- Phonics review

Assessment

- On-Entry data moderation
- Moderation of data at all points in the year
- Data analysis and planning
- Reception Baseline Assessment (statutory)
- Reporting to Parents (statutory)



Detailed programme: Early years



Developing current and aspiring EYFS Leaders

- Individualised support plans based on experience, strengths and development areas
- Strategic planning support to meet the needs of all pupils
- Curriculum development and/or monitoring and feedback
- Coaching towards priorities for improvement
- EYFS Leadership Cluster Meetings and Development Days that include training on key issues or areas, policy/document creation, collaboration and sharing good practice

Evaluating and Monitoring

- Teaching and Learning Reviews, learning walks, either solo or joint with Senior Team
- Quality of teaching and learning review for focus groups of children e.g., PPG, EAL, SEND, etc
- Learning environment and provision review, area of learning/subject specific review

Developing Individuals

- Developing, alongside HTs and SLTs, support plans based on experience, strengths and development areas, including additional support for ECT/+1
- Supporting identification of key areas of strength and development
- Planning and assessment support, including using assessment information effectively to inform practice, particularly with reference to the wider curriculum
- Planning and creating effective learning environments both indoor and out (continuous provision, enhancements, etc), including demonstrations
- Developing teams
- Whole team training day on any aspect of Early Years practice, either linked to your SIP or your EY team's development areas
- Whole team coaching

Detailed programme: Regular reviews and evaluations

To ensure that our schools receive the best value, support, and guidance, we regularly review and evaluate our core offer

- **Feedback Mechanisms** Collecting and analyzing feedback from pupils, teachers, parents and staff to identify areas for improvement
- **Performance Metrics** Using data-driven metrics to assess the impact of our initiatives and make informed decisions
- **Consultation with Stakeholders**
Engaging with key stakeholders to understand their needs and expectations, ensuring that our services remain relevant and effective
- **Continuous Improvement** Adopting a culture of continuous improvement, where we constantly seek ways to enhance our offerings and address emerging educational challenges





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CONTACT US FOR FURTHER INQUIRIES



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