

Westcountry Schools Trust (WeST)

Vision, Values and Beliefs

Stronger together . . . every child in a great school

Welcome to Westcountry Schools Trust (WeST); a family of schools formed around two clusters, each including primary schools and secondary schools. Initially formed as a small Multi Academy Trust (MAT) of two schools in 2011, we were delighted when a further five schools and The Learning Institute (TLI) joined in 2016. When a neighbouring group of six schools expressed a desire to link together and form a complementary cluster in 2017 we identified the opportunity to create a new expanded structure, to be implemented from September 2017.

WeST holds a firm belief in giving each child every opportunity to learn and succeed in all that they do. Whilst we are a family of schools who share common values and beliefs, all our schools are unique and hold their own identity. We believe that by working collectively, sharing what works well and jointly developing best practice we are stronger together and can provide the very best education for our children in our geographical area. We have a pride in our schools, staff and children, and thrive on the constant challenge to do better. All our children are our collective responsibility.

Rob Haring - Chief Executive Officer

What does it mean to be a WeST School?

We believe passionately in our vision that together we can deliver the highest quality education in great schools. Schools where a child can flourish within a rich and exciting curriculum and is given the opportunity to develop a deep-seated love of learning. Each school within the family is both a 'giver and a receiver' of support, sharing a common desire to nurture children on their learning journey from two to nineteen.

- Schools within WeST are individual, unique, have a clear identity but are well known and valued.
- Each school actively exhibits a thirst for continual improvement in educational standards
- Access to a rich and engaging curriculum is an entitlement for all our children
- Our Trust aims to impact positively upon its communities, recognising the importance of education to the wellbeing and prospects of the local community it serves

Our Schools

The educational vision of the Trust is one of an inclusive family of schools in which children and staff thrive; where schools are challenged to improve performance at every level in every dimension.

Each school within WeST has its own Principal or Headteacher whose prime responsibility it is to establish the ethos and culture of their school in order to achieve the overall vision of our Trust. WeST schools retain their own character and individuality, whilst sharing a common purpose and desire to secure the best possible outcomes for all our children. The understanding within the family of WeST schools is co-constructed to establish an educational framework that promotes our children's success and wellbeing. All WeST schools are equal partners in the Trust with equality of access to the same level of support and services that the Trust provides and a clear voice in any decision-making.

Westcountry Schools Trust (WeST)

Cluster 1		Cluster 2	
Callington Community College	Principal Kathy Hocking	Coombe Dean School	Headteacher Richard Woodland
Ivybridge Community College	Principal Rachel Hutchinson	Dunstone Primary School	Headteacher Kate Patrick
Sherford Vale School	Principal Designate Helen Tipping	Hele's School	Principal Justine Mason
Stowford School	Headteacher Sue Williams	Oreston Community Academy	Principal Mark Ackers
Woodlands Park Primary School	Acting Headteacher Emma Pipe	Plymstock School	Headteacher Rob Diment
Yealmpton Primary School	Headteacher Louise Young	Wembury Primary School	Headteacher Susie Evans
The Learning Institute (TLI) Director – Nick Appleby			

The benefits for our children

The Trust believes that our children and staff benefit from the sharing of expertise and resources across the Trust, working for the benefit of all children in our schools by:

- Ensuring that a positive and supportive environment is created which promotes well-being and mental health in our schools
- Improving the transition from Primary to Secondary school, through a shared understanding of the learning phases
- Promoting the wellbeing of children as a core element of our work. Every child encouraged to feel safe, happy & valued and reflecting this in their respect for others . . . with no child left behind
- Instilling a culture of aspiration and high expectation across the family of schools within the Trust; sharing new and better practice
- Maximising the progress of all our children; combining academic achievement with personal development through the provision of rich and creative learning opportunities alongside a thriving extra-curricular programme
- Enabling children through their school experience to become problem solvers, effective communicators and resilient to the challenges that lie ahead

The benefits for our staff

- Enhanced staff development through increased opportunities to share best practice and professional development programmes; adding real value to the professional learning journey and career progression.
- Valued wellbeing; ensuring our staff are happy, healthy and safe.
- Smarter working through shared materials with the aim of reducing workload and minimising bureaucracy.
- Structured talent pool management with a wider platform for succession planning beyond the single school
- Dynamic cross-phase working with a greater awareness and understanding of each sector.
- Wider opportunities for career development through intentional design not by chance.
- Supportive governance with a clear focus on strategic development

Together we are stronger in the community

WeST works towards achieving high standards and expectations for all; seeking to develop staff and children who are resilient, life-long learners, well-rounded and thoughtful individuals. Young people who are prepared to face the challenges of the next stages in their careers. To this end WeST will ensure that its schools enable children to benefit not only from the academic expertise on offer but from enrichment activities including visits, musical tuition, sporting opportunities and other cultural experiences. WeST is aware that its schools could not achieve these aspirations without the support and engagement of the communities in which they lie.

The Role of WeST Members, Trustees & Governors

Members

WeST has five members of which no more than one can be a trustee and none can be employees of the Trust. They are ultimately responsible for the MAT achieving its charitable objectives, make sure that the Trust is fulfilling its aims, following its vision and abiding by the law. They agree the Articles of Association and have the power to appoint and remove trustees.

Trustees

Trustees are strategic in ensuring the objectives are upheld, monitoring the effectiveness of individual schools, ensuring schools are performing to the best of their ability and that they receive the support they require. Trustees oversee financial security and check that the Trust is legally compliant.

Governors

Each WeST school has its own strong Local Governing Board (LGB) that operates within a clearly defined and understood scheme of delegation. The LGB's membership will include parental and staff representation as governors, and may also include members of the local community. Governors know their schools forensically well, seeing the life and work of the school through the lens of the child and shaping decisions in the interests of the children and the community they serve.

Our core values

School Improvement - Tailored school to school support

- Schools are challenged and supported to consistently improve as they strive for excellence
- Assessment is aligned to tackle underperformance quickly & intervene to get children back on track
- Expertise is utilised, developed and shared; giving regular opportunities to collaborate on common identified priorities
- Cross school, phase and subject moderation in addition to the forensic use of data informs progress and school improvement

Outcomes for children

- Great outcomes are delivered for all children within a culture of accountability
- Any gaps are closed by swift intervention . . . with a focus on keeping up, not catching up
- The enormous contribution of early years education is strongly valued as underpinning long term achievement
- Dynamic cross phase working is embraced in order to minimise the impact of transition and take advantage of specialist teaching opportunities
- All groups of children are challenged; ensuring success from the disadvantaged to the most able

Teaching and Learning

- Inspirational teaching and learning ensures all children are challenged and engaged
- A clear and consistent set of core values, routines and expectations for well-being and behaviour across all schools is established
- Effective practice is shared across schools to bring about positive change and sustainable high standards
- Strong leadership is built which maintains a relentless focus on teaching and learning; keeping this at the forefront of our thinking

Professional Development

- Excellent leadership is developed at all levels; planning for succession and building capacity
- Our schools are enabled to recruit, train, develop and retain high quality staff by offering a clear career pathway
- Enhanced opportunities for staff development and progression are provided
- Opportunities are offered to work across and in wider networks beyond the Trust; including our Enterprise and Non-Teaching Leaders