

FULSTON MANOR ACADEMIES TRUST

MISSION STATEMENT

Fulston Manor Academies Trust's mission is to change for the better the lives and life chances of all members of our community. In order to achieve this we are committed to the achievement of rapid educational transformation across all our schools through the development of outstanding practice based upon sustainable collaboration.

VISION

Fulston Manor Academies Trust's vision is of a community of outstanding schools in which all children are enabled to reach their potential through the provision of high quality education within a caring and supportive environment. The on-going professional development of all staff will ensure sustainability and assist in the creation of a culture of continued improvement within every Trust school.

VALUES

Fulston Manor Academies Trust's values are based upon those of the Co-operative Group:

- Self-help
- Self-responsibility
- Democracy
- Equality
- Equity
- Solidarity

and are underpinned by a commitment to provide an education for all our young people that is founded on honesty, openness, optimism, aspiration and an unshakeable belief in the intrinsic worth of every individual within our community.

ETHOS

Fulston Manor Academies Trust's ethos is encapsulated in the phrase, "Everybody matters, Everybody succeeds, Everybody helps". By involving everyone in ensuring that all are enabled to achieve, the Trust creates communities which share in the success of all when the highest of aspirational targets are set and met.

STRATEGIC OBJECTIVES

- All students across the Trust to achieve at least expected academic progress
- All schools across the Trust to be rated good or outstanding by Ofsted
- All teaching across the Trust to be rated good or outstanding

In order to achieve these objectives the Trust will:

- enable more targeted support to be provided to weaker schools through the transfer of skills and the sharing of capacity with stronger schools, as well as through working with a strategic school improvement partner;
- encourage the pooling of resources and a focus on the shared procurement of goods and services will lead to efficiencies and cost savings;
- allow the schools to communicate through one voice, strengthening their negotiating position whether that be with suppliers or with the Department for Education;
- promote consistency and the development of good practice through the appropriate setting of policy and through common training;
- provide greater opportunities for working together, enabling more emphasis to be placed on career development and progression;
- help schools to focus on the transition from one stage of education to another and, by sharing information, support the development of a more personalised learning plan through all stages of education;
- reduce corporate costs as there will be a need to prepare only one set of accounts, with auditing and financial management and administration being supported centrally
- help to avoid unnecessary bureaucracy by ensuring that the company adopts the principle of “subsidiarity”, namely that decisions are to be taken at the level nearest to those affected by those decisions;
- help to reduce the risk of failure by ensuring there is accountability and robustness through clear risk management and providing for contingencies;
- facilitate strategic thinking and long term planning;
- support the development of a shared vision and encourage the schools to work within a set of values and principles that will promote a sense of belonging and mutuality;
- provide additional leadership and management capacity which will enable reflection and challenge as well as support at school level.

VALUES

Self Help

The Trust is committed to the development of all our members in order to enable them to play their part in the continuous improvement of education for all. We believe this to be the most effective model of school improvement, enabling individual and institutional creativity to drive the whole community forward.

Self-responsibility

Within the parameters of the legal framework, we are committed to the principle of subsidiarity, expecting that all members will take responsibility and be answerable for their own actions. Rigorous accountability systems will be in place but we take the view that self-regulation is almost always the best way to ensure progress.

Democracy

The Trust will establish and operate comprehensive consultation and feedback systems to ensure that every member's voice is heard. These systems will encompass all stakeholders, including parents, governors, school staff, students and members of the local community.

Equality

The views and suggestions of all members are respected, regardless of age, type of connection with the Trust or the nature of the opinions expressed. It is through diversity and discussion that improvement comes, debate and constructive disagreement seen by the Trust as causes for celebration not suppression.

Equity

The Trust carries out all its activities and functions in a way that is demonstrably fair and unbiased. No individual or institution is favoured over another and all decisions taken are taken in the best interests of all members.

Solidarity

All members of the Trust share interests and common objectives. The prime purpose of the Trust is to provide support for everyone in order that these objectives may be attained so that all young people may benefit from the best possible educational experience.

ETHOS

Everybody Matters

- Every member of our community is equally valued, regardless of their race, gender, ethnic origin, marital status, sexual orientation, religion or belief, age or physical or mental capability
- We focus upon the more vulnerable members of our community in order to ensure that they are enabled to realize their potential
- We recognise and value the uniqueness of every individual within the Trust, and of every institution, believing that strength does come through diversity
- Whilst acknowledging the central role played by the classroom teacher within any education system, we recognise the part played by all other members of our community and value teamwork as an essential part of our success
- Professional development opportunities and individual career plans are in place for all members of staff and encouragement given to seek advancement within the Trust
- Student councils, parental consultations, staff surveys and an all pervasive open door policy ensure that everybody believes that their opinions matter and that they are fully involved in the development of the Trust

Everybody Succeeds

- Challenging individual performance targets are set for all students and staff, enabling success to be celebrated and underperformance to be addressed
- Progress is viewed as the key success indicator, ensuring that students of all abilities can achieve successful outcomes and that appropriate support can be allocated appropriately
- The Trust recognizes that “success breeds success” and provides a wide range of extended curricular opportunities to enable students to achieve outside as well as inside the classroom.
- The development of high level interpersonal skills, self-confidence, self-reliance, resilience and a sense of personal responsibility is viewed as a key measure of success
- The inculcation of values such as honesty, a sense of justice, compassion, consideration for others, friendship and service is viewed as a key measure of success
- Every opportunity is taken to celebrate success, with praise and reward considered infinitely more powerful motivators than criticism and sanction

Everybody Helps

- We recognise the truth behind the African perception that “it takes a whole village to raise a child” and value the contributions of everybody in achieving our goals.
- Systems are in place to ensure that students are encouraged and enabled to help others as well as themselves, both academically and through the assumption of roles such as peer mentors, prefects, school council representatives, reading partners, etc
- The development of good citizens is central to our mission and we achieve this both through formal education and the provision of practical opportunities such as charity fund raising and work in the community.
- Suggestions and improvement strategies are valued from all staff, with systems in place to receive and respond to all such contributions
- We believe that collaborative working with other schools enhances the educational provision for all, with every institution having examples of innovation and best practice which, when shared, ensures that the whole becomes more than the sum of its parts.
- The provision of clean and safe learning environments, of healthy and nutritious food, of efficient and high quality administrative and financial services, of effective pastoral and student support systems, of consistent and empathetic leadership and governance, of positive and productive community relationships combines with high quality teaching and learning to provide an outstanding education for all our young people.