

**Success Academy Trust is standards driven; it aims to provide world-class education and care that allows every young person to reach their potential in an environment where there is a commitment to work collaboratively and take ownership of each other's successes; it recognises the importance of teaching and learning. It operates a robust school improvement system with the ultimate aim of doing something exceptional for young people in our area. All young people will be safe and all will be supported, whatever their needs.**

The Success AT vision is based on “Achieving Success Together”

**S**ecure high achievement for all

**U**nderstand, value and respect everyone

**C**ollaborate and contribute within a supportive community of learning and partnerships

**C**hallenge every barrier to success

**E**xcel in all we do

**S**hare and celebrate best practice, expertise and achievements

**S**trengthen opportunities for partnership, processes and people

All stakeholders should be clear about, and be able to articulate, the moral purpose of Success AT, its mission and its values. All stakeholders should share an understanding of what it means to be part of Success Academy Trust, including the following non-negotiable elements, for pupils, students, staff, leaders, governors/trustees and members of the Success community.

**Successful pupils and students**

- arrive on time to school and to all lessons; they are equipped and ready to learn;
- learn in a safe and stimulating learning environment;
- experience a relevant, broad and balanced curriculum. The curriculum reflects the locality and is designed to meet the needs of all learners, preparing them for their lives in a modern British Society;
- take pride in their work;
- act on next steps showing progress with their learning.

#### **Successful teaching staff:**

- provide regular marking and feedback; all next steps are visible;
- make expectations in all schools and lessons clear; rewards and sanctions are consistently applied;
- ensure that learning objectives are clear, with differentiated success criteria/outcomes which are shared with students;
- stretch and challenge pupils and students and ensure they all progress in their learning;
- evidence planning; this planning builds on the students' ability and their prior learning.

#### **Successful leaders**

- deploy the workforce effectively, with a focus on developing high quality staff that impact positively on pupil and student progress and achievement;
- prepare three year budget forecasts to ascertain the sustainability of current levels of expenditure and to allow sufficient time for remedial action if necessary;
- monitor budget plans each month and appropriate remedial action is taken, where necessary, to avoid overspending;
- maintain robust systems of internal financial control, in accordance with the Trust's financial regulations and procedures, for the safety and security of the Trust's assets;
- maintain accurate accounting records;
- deliver high value for money in the use of financial resources;
- track and monitor pupil and student performance (progress and attainment) half-termly; parents, their child and staff know what the child needs to do to progress;
- ensure that all interventions have a sense of urgency; they are regularly monitored and reviewed (this includes all elements of school improvement).

#### **Successful Governing Bodies and Trustees**

- approve a financially sound budget plan annually, which underpins the strategy of the school and improves educational standards for the benefit of all pupils and students; reserve levels are carefully monitored and plans are in place to utilise large reserves;
- reflect the local and wider community and ideally include parents and staff (teaching and non-teaching) representatives.

#### **Successful members of the Trust community**

- dress smartly and are always polite and courteous;
- demonstrate positive attitudes, values and behaviours at all times;
- treat each other with fairness, dignity and respect;
- are committed to the good of the whole and contribute to the Trust whenever there is a need or opportunity;
- receive regular communications about the successes, developments and progress of their school/academy and of the Trust itself;
- receive high quality training and have opportunities both within and across the Trust to develop their skills, knowledge and expertise.