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 work collaboratively to be the very best they can be for the benefit of all the children in our care. Together, we are committed to ensuring that every child flourishes and receives the highest quality education possible. In short, we strive to achieve Excellence for Every Child, Every Day.

We believe in genuine collaboration, working in partnership, investing in people and building leadership capacity to secure long-term, sustainable improvement. We are accountable to and for one another, and we share responsibility for the success, wellbeing and inclusion of every child.

Our work is underpinned by evidence-informed practice, high expectations and a commitment to continual improvement. By learning from research, developing our people and working collectively across our Trust family, we aim to remove barriers, strengthen opportunities and ensure that every child can thrive academically, socially and personally.

Purpose

Our purpose is to support every school to flourish through continual improvement, strong leadership and a shared commitment to securing the very best outcomes for children.

Our Mission

Our mission is to provide every child, colleague and member of our community 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.

Values

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, adapt and grow through challenge
- Know that we can respond to a challenge positively

Resourceful

- Have a positive mind set 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

Principles

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.
- We learn with and from others, sharing expertise for the collective benefit of all children.

Whole Child

- We believe children should enjoy their educational experience as well as achieve academically.
- Alongside strong academic outcomes, a broad and rich curriculum should nurture the interests, talents and aspirations of all 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.
- We make informed decisions based on evidence, evaluation and professional judgement.

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 a collective responsibility to promote wellbeing, belonging and inclusion.

Our Strategic Aims:

Our strategic aims are informed by national expectations for strong and sustainable trusts while remaining rooted in Mosaic's mission, values and commitment to Excellence for Every Child, Every Day**.**

High-quality curriculum and strong outcomes
We aim to enable all children to achieve their very best and make strong progress through an ambitious, inclusive and carefully sequenced curriculum.

High-quality teaching, learning and assessment
We aim to provide high-quality learning experiences that inspire children, deepen understanding and enable every child to flourish.

Strong leadership at all levels
We aim to develop effective leadership across the Trust that drives continual improvement, builds capacity and secures long-term success.

Effective systems, processes and governance
We aim to establish efficient and effective systems that provide clarity, support accountability and enable schools to focus on what matters most: children.

Investment in people
We aim to attract, develop and retain talented colleagues by providing high-quality professional development, meaningful opportunities for growth and a culture of collaboration.

Culture, safeguarding, attendance and wellbeing
We aim to create safe, inclusive and supportive environments where children attend, belong, thrive and learn how to keep themselves safe in an ever-changing world.

Sustainability and organisational resilience
We aim to build a sustainable organisation that plans proactively for the future, uses resources responsibly and remains well positioned to meet emerging opportunities and challenges.

Delivering the Strategy

The Education Strategy sets out how Mosaic Schools Learning Trust supports, challenges and collaborates with our schools to secure the best possible outcomes for all children.

The strategy is delivered through a partnership between school leaders and Trust leaders. It combines a consistent approach to school improvement with the flexibility to respond to the unique context, strengths and needs of each academy.

All schools benefit from a core school improvement offer designed to support continual improvement, leadership development and the sharing of effective practice across the Trust. The nature and level of support provided will be proportionate to each school's circumstances and may be adapted in response to emerging priorities, opportunities and challenges.

Trustees and executive leaders are committed to the principles of equity, inclusion and collective responsibility. We are determined that the Trust's expertise, resources and capacity are deployed

where they will have the greatest impact, ensuring that every child, in every Mosaic school, has access to the highest quality education and the opportunity to flourish.

Core School and Leadership Development Offer

To support every school to flourish and deliver Excellence for Every Child, Every Day, Mosaic Schools Learning Trust will:

- Provide a personalised approach that reflects the context and needs of each school.
- Focus on improvement that delivers long-term, sustainable impact.
- Develop leaders and staff through high-quality professional learning.
- Identify, share and broker effective practice across the Trust.
- Use research, evidence and professional enquiry to inform improvement.
- Foster collaborative partnerships that enable coaching, innovation and shared learning.
- Provide expert support through Business Services, including finance, HR, estates, governance and compliance.
- Promote a culture in which our Mission, Values and Principles are evident in everything we do.

Such opportunities can include:

Support for Self-Evaluation, Data Analysis, & School Improvement Planning	Support for Curriculum Development, Quality Assurance and subject leadership	High Quality CPD focussed on national, trust and school priorities.
Leadership development programmes for emerging and established leaders	Curriculum, Teaching, Learning & Assessment Reviews Pupil premium, SEND & Safeguarding Reviews	Allocated central Business Services support including finance, HR, estates, compliance and governance
Coaching & Supervision for Head Teachers	Strategic support from the Trust SEND Lead including quality assurance of SEND provision and inclusive practice	Support and training for Local Governors to enable them to thrive in their roles

Categorisation and Support

Schools are categorised using a range of evidence, including Trust reviews, governance, school performance information, external evaluations and published data. This helps us identify each school's strengths, priorities and support needs, ensuring that support and challenge are tailored appropriately so that every school can continue to improve and flourish.

Category	Key Indicators
FLOURISHING	• A culture is embedded which enables both children and staff to flourish and consistently reflects the Trust's Core Values and Principles. • A clear and ambitious vision for the whole child is understood and lived by leaders, governors, staff and pupils. • Children experience a high-quality, ambitious and inclusive education that enables them to achieve and thrive. • There is strong leadership and governance capacity, with confidence in performance and the ability to sustain continual improvement. • Inclusion is a strength of the school and barriers to learning are identified and removed effectively, including through the purposeful use of resources and technology where appropriate. • Self-evaluation is accurate, reflective and drives innovation and future improvement. • Inclusion, safeguarding, attendance and wellbeing are strengths of the school. • The school actively contributes to Trust-wide improvement through collaboration, leadership and the sharing of expertise.
EMBEDDING	• The school effectively meets the needs of children and staff, with increasingly strong evidence of the Trust's Core Values and Principles. • Leaders and governors share a clear vision for continued development and have the capacity to deliver improvement priorities. • Teaching, learning, curriculum and inclusion are effective, with systems becoming increasingly embedded and consistent. • Safeguarding, attendance and wellbeing are secure and continue to strengthen. • Self-evaluation is reflective, accurate and informs future planning. • The school actively engages in collaborative working and benefits from support and challenge across the Trust.
STRENGTHENING	• Leadership and governance are committed to the school's improvement journey and recognise the areas requiring further development.

	• The needs of most children and staff are being met; however, there are identified priorities that require focused improvement. • There is some inconsistency in the quality of provision across areas such as curriculum, inclusion, attendance, safeguarding or wider school effectiveness. • Self-evaluation identifies key priorities and areas for development. • Leaders seek and engage positively with internal and external support to accelerate improvement. • Collaboration is developing and contributes to school improvement.
RESETTING	• The school is not consistently meeting the needs of children and/or staff. Leadership and/or governance capacity is insufficient to secure the required improvements without significant support. • Significant aspects of school effectiveness require urgent improvement. This may include leadership, curriculum, inclusion, safeguarding, attendance, wellbeing, governance or statutory compliance. • Self-evaluation is inaccurate, underdeveloped or does not lead to effective improvement planning. • Improvement activity lacks sufficient pace, clarity or impact. • Enhanced Trust intervention and support are required to secure rapid and sustainable improvement.

Level of Support

	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
SEND reviews and support termly	1	1	2	2
Trust CPD offer termly	In discussion with leaders	In discussion with leaders	2 sessions supported/delivered by Trust	4 sessions supported/delivered by Trust

Audits termly including Safeguarding, website and SCR	✓	✓	✓	✓
Support for statutory Inspections	✓	✓	✓	✓ Including agreed 30 day plan to ensure pace of change
Access to HT strategic leadership sessions	✓	✓	✓	✓
Termly moderation	✓	✓	✓	✓

Requirements for all schools enabling them to flourish:

Leadership	• Adopts, models and exemplifies the Trust's values, principles and aims. • Leads authentically and consistently. • Listens deeply and demonstrates emotional intelligence and self-awareness. • Ensures safeguarding, attendance and inclusion are robustly led and quality assured, providing a safe, supportive and inclusive environment in which all can thrive. • Local governance demonstrates clear effectiveness.
Curriculum	• Is ambitious, inspiring and underpinned by clear curriculum drivers that are evident across both the academic and wider curriculum, including enrichment opportunities. • Subject Leaders are supported and equipped to deliver strong leadership and continual curriculum improvement. • Long and medium-term planning is of a high quality, taking account of prior and future learning, recognising both substantive and disciplinary knowledge, with clear end points identified. • Learning is carefully sequenced to enable children to learn, remember and apply their knowledge successfully over time.
Excellent teaching & Learning	• Teaching is informed by the Trust's Teaching and Learning Model and is designed to secure, connect and apply learning successfully over time. • Creates a lifelong love of learning, inquiry and culture. • Teaching passionately delivers the development of knowledge, skills and understanding, deeply rooted in the aspirations of the curriculum.

	• Teaching is inclusive and responsive, enabling all children to access, participate in and succeed within ambitious learning.
Thriving Culture	• Through the promotion and application of Trust and school values, all children and staff experience the conditions to thrive. • Behaviour and relationships policies promote a culture where staff and pupils demonstrate self-regulation, effective conflict resolution and intrinsic motivation to succeed. • Attendance, belonging and engagement are strong and support children and staff to flourish. • Children with additional needs and those who are disadvantaged are supported to access, participate in and succeed within an ambitious curriculum.
A Commitment to Wellbeing	• All members of the school community feel safe, valued and respected. • Staff and pupils are supported to develop and adopt strategies that promote positive mental health and wellbeing. • The culture and ethos of the school promote effective pastoral care and wellbeing. • Clear signposting and support pathways are in place for matters beyond the expertise of the school.
Flourishing Staff through ongoing development	• The school culture proactively develops, celebrates and provides opportunities for ongoing professional learning • Effective appraisal and performance development processes enable staff to have meaningful and structured career pathways. • A strong commitment to collaboration and the sharing of expertise is evident. • Staff engage in professional learning informed by evidence, research and professional enquiry.
Equality, Diversity & Inclusion	• Difference is welcomed and celebrated, and everyone is treated with dignity and respect. • Equitable, inclusive and accessible learning environments are provided. • Inclusion is evident across all aspects of school life, ensuring barriers to participation, achievement and belonging are identified and addressed. • Appropriate assistive and digital technologies are used to remove barriers and improve access to learning where needed. • Staff and governors undertake relevant training and continually develop their understanding of equality, diversity, inclusion and unconscious bias.

Mosaic Model for resetting a school

Focus	Key points	Actions
Leadership and Management/Vision	• Establish a clear vision and expectations. • Build leadership and governance capacity. • Secure effective safeguarding oversight.	• .Meet with staff and stakeholders to establish expectations and priorities. • Deploy Trust expertise, including leadership and governance support. Clarify roles, responsibilities and accountability.
Culture, Safeguarding and Attendance	• Create a safe, calm and orderly environment. • Ensure safeguarding is effective. • Improve attendance, behaviour and belonging.	• Review attendance, behaviour and safeguarding systems. • Implement immediate actions where required. • Provide training and support to staff
Quality of education	• Establish an ambitious and inclusive curriculum. • Secure effective teaching and learning. • Ensure children learn, remember and make progress.	• Review curriculum, teaching and assessment. • Identify immediate priorities for improvement. • Utilise Trust expertise and specialist support where required.
Inclusion and SEND	• Ensure all children can access and succeed in learning. • Identify and remove barriers to participation and achievement. • Strengthen SEND provision and inclusive practice.	• Review provision for disadvantaged pupils and those with SEND. • Deploy support from the Trust SEND Lead and specialist staff where appropriate. • Ensure appropriate interventions and adaptive practice are in place.
Monitoring, evaluation and improvement planning	• Establish an accurate understanding of the school's current position. • Prioritise actions that will have the greatest impact.	• Quality assure data, self-evaluation and school improvement planning. • • Produce a clear 30 -day improvement plan. • • Monitor progress regularly and adapt support where required.
Systems and Policies	• Ensure all statutory policies in place to include key safeguarding policies • Ensure all staff understand their responsibilities in terms of the statutory policies	• 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

	• Align resources to improvement priorities.	• Align staffing and financial resources to identified priorities.
Professional Development	• Develop staff expertise in priority areas. • • Build long-term improvement capacity.	• Deliver Trust-led training aligned to priorities. • • Provide coaching, mentoring and leadership support. • • Create a programme of professional development focused on impact.