

A young man with dark hair, wearing a dark suit jacket, a light blue shirt, and a red tie, is smiling and looking down at a laptop screen. The background is blurred, showing other people in a classroom or meeting setting. A dark teal circular graphic is overlaid on the left side of the image, containing the text.

Areté

Learning Trust

Being the best we can be

Welcome

Thank you for your interest in Areté Learning Trust.

Our name was chosen because of the values represented by the Greek word ἀρετή which encapsulates striving for excellence, fulfilling our purpose and becoming the best we can be. It is associated in mythology with bravery, generosity of spirit and moral courage, as well as with achievement – aspirations which we hold dear for all students in our ALT schools.

Here you will find information about who we are and what we do. We welcome you to visit our website for further details and to get in touch with any questions.

We look forward to hearing from you.



Richard Crane
CEO

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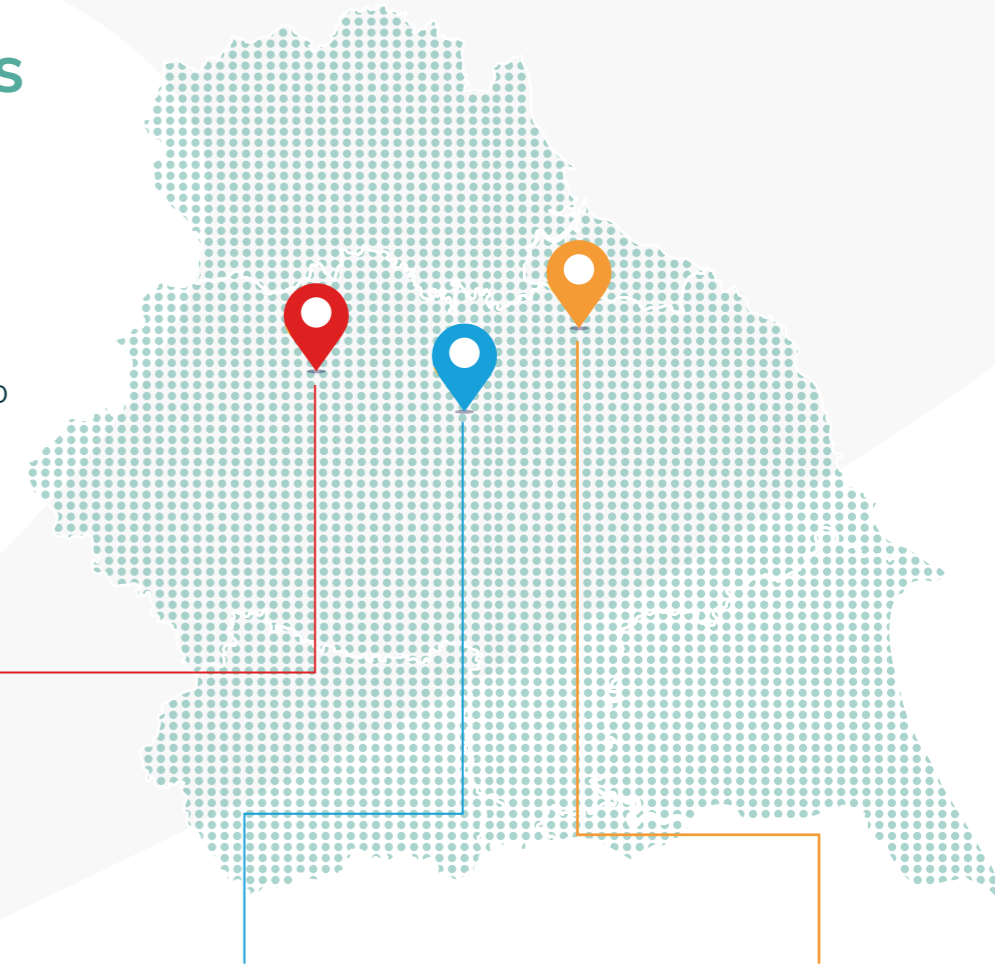
“The transition from primary to Richmond School is seamless and second to none. The children have a carefully structured programme of activities to ensure the process is smooth and stress free.”

ALT Parent

Who Are We?

Our Academies

Areté Learning Trust (ALT) is currently a family of three secondary academies across North Yorkshire. We were established in 2015 when Stokesley School converted to academy status, and have since been joined by Richmond School and Northallerton School.



**Richmond School
& Sixth Form College**
Being the best we can be



**Northallerton School
& Sixth Form College**
Being the best we can be



**Stokesley School
& Sixth Form College**
Being the best we can be



Aims & Objectives

ALT is committed to creating a context for all children and young people to thrive academically, personally and socially, so that they experience the real joy of learning. We ensure that everyone within our Trust community has the opportunity to succeed through collaboration between the schools within the Trust and with all stakeholders.

We aim to:

Enable all learners to leave our academies having achieved well, strengthened by our values and aspirations.

Ensure all learners are well prepared to face the next challenge in their learning, personal and social development.

Enable schools to work together, share expertise and maximise efficiency and effectiveness across the MAT.



“I have always had high ambitions and staff have enabled me to achieve academically to the best of my ability.”

ALT Student

Our Five Pillars for Success

01

Students

We want all students to be the best they can be. We focus not just on academic achievement, but also the personal development of the whole child, so our students can go on to follow and achieve their dreams.

02

Staff

We are the employer of choice, providing a great place in which to work and an environment where they can develop as exemplary professionals.

03

Parents / Carers

ALT academies are committed to meeting their children's individual needs. We foster aspiration as well as academic, moral, personal and social development. An ALT academy is the natural choice for the education and care of their children.

04

Local Community

Our local ALT academies are respected and supported. We recognise the unique characteristics of the area and draw upon them to improve outcomes locally, regionally, nationally and globally.

05

Partnership

We work closely with external agencies, including service providers, businesses, employers and other local stakeholders to enhance students' learning and development.

Why Join a MAT?

Being part of a Multi Academy Trust (MAT) family provides schools with a close network of partner academies who work together to improve curriculum, assessment, teaching and learning, behaviour and more. All of this is within the framework of the Trust, whose central team provides support in both administrative processes and practical steps towards school improvement.

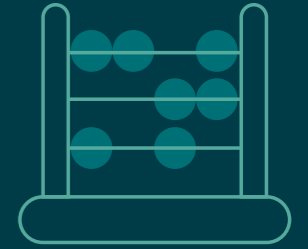
Benefits of joining a MAT include:



Leadership & governance



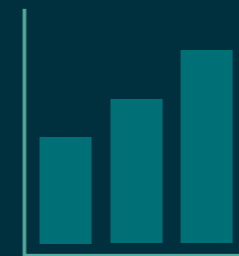
Business management



Accountancy & finance



Sharing knowledge and expertise



Data management & administration



Marketing & communication



Teaching, learning and student support



Income & funding



IT



Premises

Why Join ALT?

Many of the benefits of joining a Multi Academy Trust are applicable to Trusts across the country. However, at ALT we offer our academies something extra which sets us apart from the crowd.

Professional Learning

“The quality of an education system cannot exceed the quality of its teachers.”

Sir Michael Barber

At ALT, we are committed to continuous support and improvement in our educational practices. We have a clear and

shared understanding of what great teaching looks like and how to implement it.

Understanding the content 1	Having deep subject knowledge of the content being taught, enabling students to be appropriately challenged above and beyond their stage and age. 1.1	Coherently planning, and sequencing skills, content and knowledge over time. 1.2	Knowing how students learn new content, pre-empting common misconceptions and sticking points relating to specific themes or units of work. 1.3	Ensuring starting points are clear and content is planned with high levels of challenge through accurate pre-assessment of students' knowledge. 1.4
Creating a supporting environment 2	Promoting positive relationships and interactions (teacher to student, and student to student) based on mutual respect, care, trust and empathy, resulting in high levels of learner motivation. 2.1	Being sensitive to, and professionally aware of, the range of individual needs of students. 2.2	Creating a climate of consistently high expectations, challenging all students to be academically ambitious. 2.3	Developing and encouraging resilience in students, so that they can tackle challenging tasks with confidence and independence, finding solutions without the fear of failure. 2.4
Maximising the opportunity to learn 3	Managing time and resources efficiently in the classroom to maximise productivity and student challenge, whilst minimising any wasted time. 3.1	Consistently applying clear classroom rules, routines and expectations that have been built up over time and make a significant impact on learning. 3.2	Reinforcing positive student behaviour and the need for students to take pride in every aspect of their work. 3.3	Anticipating and responding effectively and appropriately to prevent potentially disruptive behaviour incidents. 3.4
Activating deep thinking 4	Presenting and communicating new ideas and challenging concepts with concise, appropriate and engaging explanations. 4.1	Modelling and deconstructing procedures and worked examples with appropriate scaffolding, to support high expectations and standards for all students. 4.2	Using highly effective questioning to target, challenge and probe, aiming to make all students think deeply, whilst checking for understanding and misconceptions. 4.3	Regularly re-activating prior learning through retrieval practice, helping students to build connections and embed this knowledge until it is fluent and secure. 4.4
Using assessment as a vehicle for learning 5	Constructing and selecting formative and summative assessments as valid and reliable learning instruments, not just as measurement tools. 5.1	Accurately and effectively assessing student progress over time, leading to diagnostic responsive teaching, based on student needs and rates of progress. 5.2	Providing students with timely feedback, informing them how well they are doing, guiding them on what they need to do to improve and giving them opportunities to do so. 5.3	Providing students with time to reflect on their feedback and their own learning, valuing this as an essential part of their learning journey. 5.4

Adapted for the Areté Learning Trust from the Evidence Based Education 'Great Teaching Toolkit' evidence review, June 2020

We have a Trust-wide programme of professional learning opportunities which enable our staff to be the best they can be and deliver the highest quality learning experiences for our students.

Professional Learning Elements



Face to Face Professional Learning Sessions

- Fortnightly voluntary sessions delivered by specialists in professional learning.
- All sessions relate to the half termly professional learning focus across the Trust.



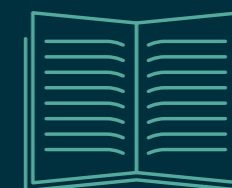
Half Termly 'Teaching Sprints'

- Collaborative action research groups which come together to deliberately practise one of our chosen WalkThru techniques (taken from books by Tom Sherrington and Oliver Caviglioli).
- All techniques chosen relate to the half termly professional learning focus across the Trust.



Regular Podcast Episodes

- Fortnightly podcast episodes hosted by ALT's Director of School Improvement.
- Interviews with ALT classroom teachers and Trust leaders about how they are turning research into practice within their classrooms and schools.



Professional Reading

- Regular opportunities to read the latest research and opinion pieces via a professional reading group led by ALT's Director of School Improvement.

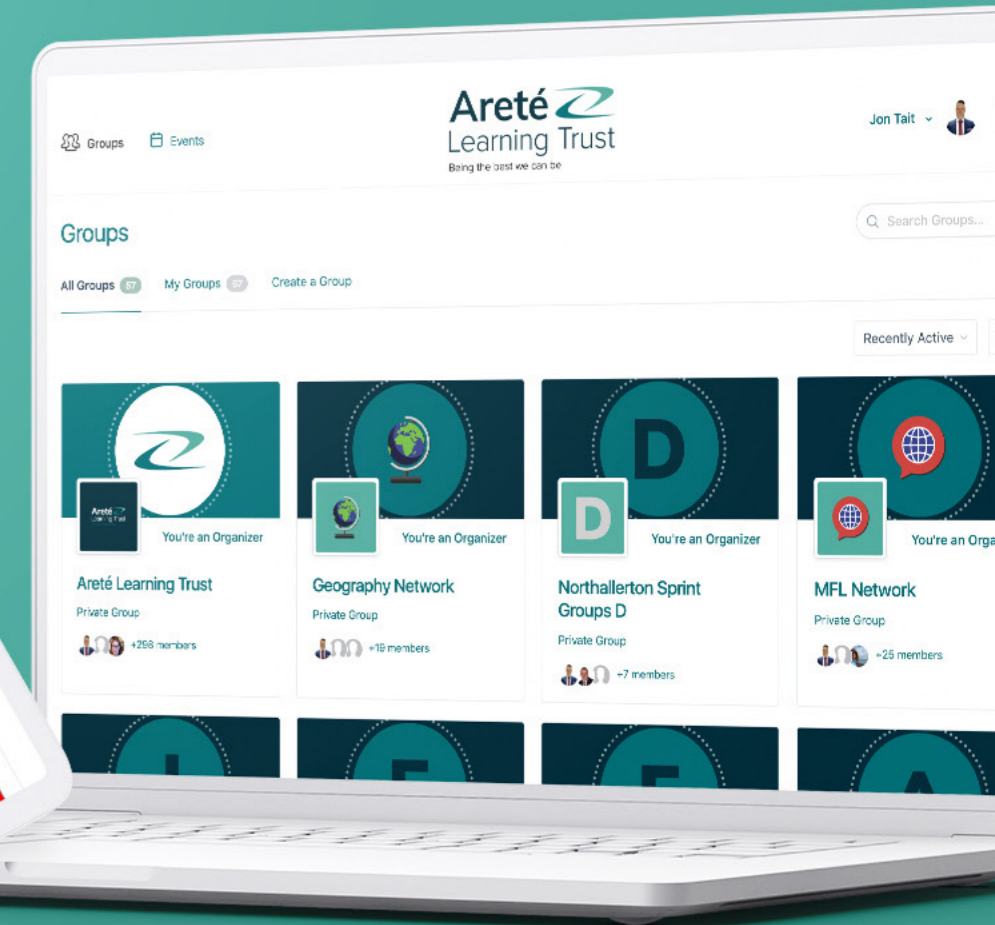
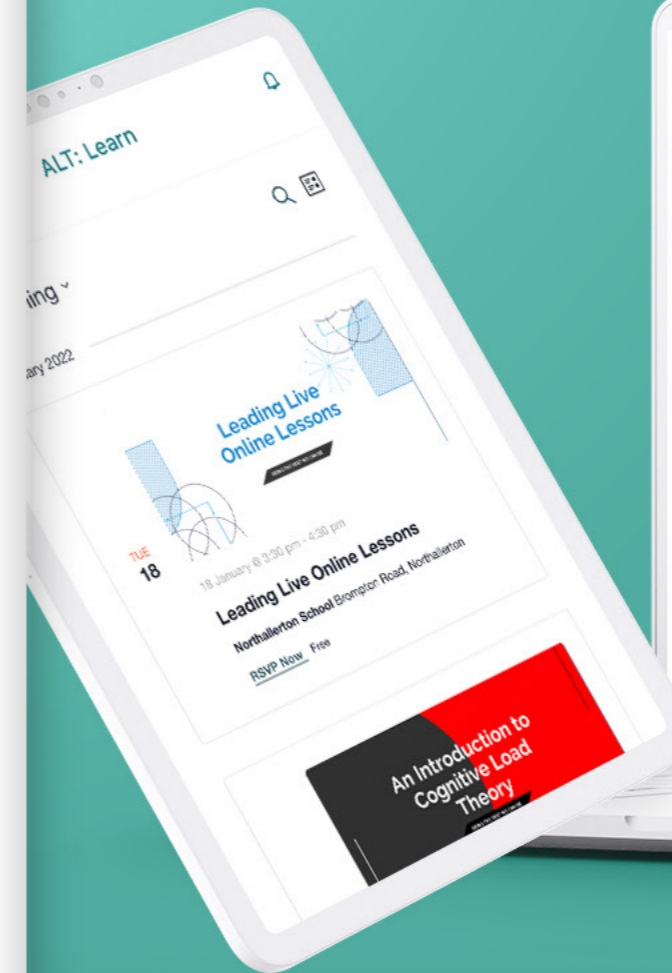


“The range of professional learning opportunities that are available to me from the Trust has significantly contributed to my continued development as a teacher.”

ALT Teacher



- Bespoke website and mobile app.
- Central hub for collaboration and sharing of articles, ideas and advice between all ALT staff.
- Professional groups within ALT Learn aid focused conversations (e.g., subject groups, school groups, etc).



Quality Assurance

We believe in supporting our academies and our staff to provide the best learning environment for all students. One of the ways in which we provide this support is through a range of quality assurance processes.



Deep Dive Reviews

- Providing both support and challenge to leaders at all levels.
- Regular deep dive reviews with themes in line with the Ofsted framework.
- Minimum of one per school per term over one day.
- Conducted by core ALT team and external professionals when necessary.
- Identifying strengths and areas of improvement supported by the Trust.

Deep dive review format

1. Establishing the focus

Meeting with CEO and/or Director of School Improvement to establish a specific area of focus within the termly theme.

Brief self-evaluation prepared/updated by Head/school for this specific area of focus.

Personnel for review team decided upon by CEO and Director of School Improvement.

2. Pre-review meeting

Meeting between Headteacher and lead deep dive reviewer to discuss context and establish schedule for the day and areas of specific focus. Self-evaluation document for this specific area of focus shared with lead reviewer.

Schedule confirmed and then shared with review team in separate meeting, focusing on the logistics of the day and sharing self-evaluation document and any contextual knowledge.

4. Post-review meeting

Review meeting is where lead reviewer feeds back to Headteacher. This aims to confirm or challenge the self-evaluation that was discussed in pre-review meeting.

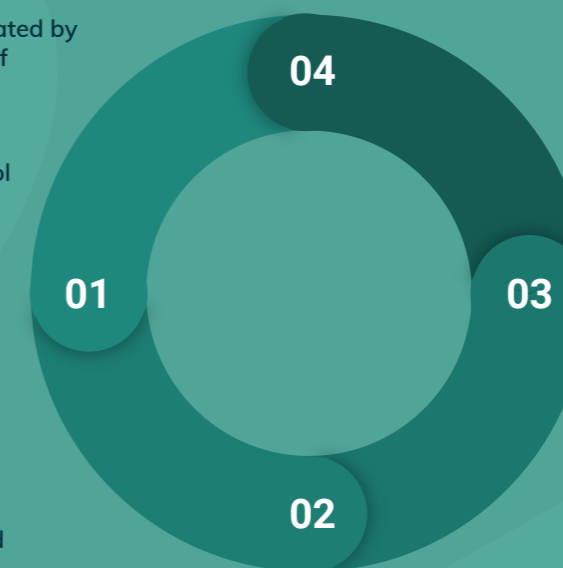
Next steps are discussed and areas for development and support are identified and prioritised. Link governor will be invited to attend. Relevant School and Trust wide Development Plans updated.

Support can then be brokered by the Director of School Improvement.

3. Deep dive day

Deep dive review conducted in one school day. A full schedule of activities will take place, including a range of: meetings with senior and/or middle leaders, lesson visits or learning walks, observation of communal school areas, discussions with students, presentation and discussion of relevant school data etc.

The aim of the activities are to triangulate evidence in order to quality assure the self-evaluation judgement by the school





Subject review format

1. Subject self-evaluation

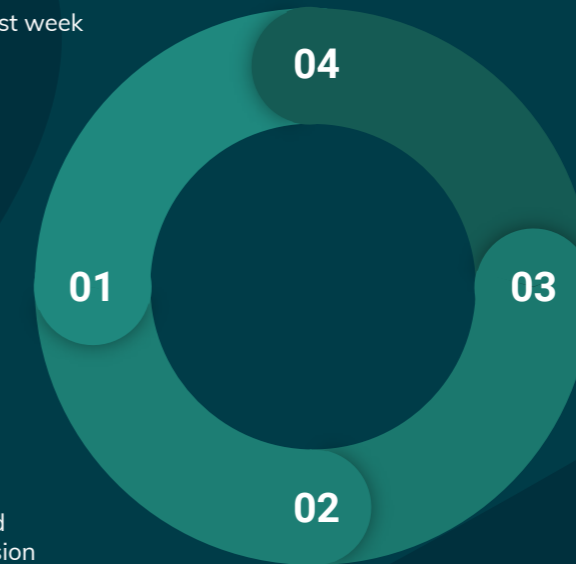
Short and concise subject self-evaluation document to be completed, outlining strengths & areas for development.

This takes place in or before the first week of the 4 week review window.

4. Post-review meeting

Short and concise report produced by Head of Subject or Faculty and presented to SLT link in meeting. Report is ratified and/or challenged and development points agreed. These go into subject development plan and will become the focus of the next review.

This takes place in week 4 of the 4 week cycle.



2. Pre-review meeting

Meeting with SLT link or nominated senior leader to generate a discussion around 'this is what I think you'll see'. Opportunity for any contextual knowledge to be shared, to generate any lines of inquiry or investigation threads and to plan out the logistics of what will take place within the review and by whom.

This takes place in the first week of the 4 week window

3. Review activities

The review is lead by the Head of Subject or Faculty. Activities should include a range of: lesson observations, learning walks, work scrutiny, student voice. The format of this is not mandated by the Trust, so can fit with each individual schools' context. Activities should involve subject leaders, TLR holders and SLT.

This takes place in weeks 2 and 3 of the 4 week window.

Subject Networks

- Formal networks of subject teams across the Trust.
- Half termly or termly subject network meetings.
- Enabling high quality professional support and challenge for subject leaders.

Subject Reviews

- Each subject is reviewed once per term.
- Emphasis on professional development, expertise and accountability of middle leaders across the Trust.
- Identifying strengths and areas of improvement supported by the Trust.



“The Trust-wide leadership networks have been instrumental to my development, enabling me to seek advice, support and inspiration from fellow colleagues in similar areas of responsibility across the Trust.”

ALT Staff Member

Investment

Academies with the ALT family are well-supported by the Trust in their continuing development. This includes securing a range of significant funding to improve interior and exterior academy environments for students and staff.

Since the beginning of 2021, we have secured:

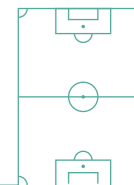
£1.5 million

Major CIF-funded refurbishment of sports hall and Sixth Form block at Stokesley School & Sixth Form College



£700,000

Installation of new 3G pitch and new lighting to legacy pitches at Richmond School & Sixth Form College



£9 million

Complete refurbishment and new build of Northallerton School & Sixth Form College



£150,000

SALIX Grant secured for energy improvement at Northallerton School & Sixth Form College





School Improvement

Northallerton School



Jan 2018 Ofsted judged the school as inadequate



Sept 2019 Northallerton become sponsored by the Areté Learning Trust

Global Landscape



Jan 2020 Brexit made school site move more complex in terms of building materials



Apr 2020 School improvement continued despite the global pandemic causing significant disruption to schools for over 18 months.

Present Day



Sept 2021 New and refurbished school site move completed on time



Jan 2022 Ofsted judged the school as Good (first full inspection since joining the Areté Learning Trust)




Ofsted

“Expectations are high in terms of behaviour and learning”.

“Pupils are polite and respectful”.

“There is a community feel in the school. Pupils arrive at school wanting to learn and they appreciate the support that staff give them”.

Ofsted, Jan 2022

Northallerton Section 5 inspection, Jan 2022

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