WE Trusts Network

Collaborating with teams of leaders at all levels to provide a high-quality whole education across your trust.
It was really useful to visit XP Trust and everyone who spoke to us gave an honest and in-depth view, warts and all of their Trust. I am constantly trying to find ways to deep dive into the workings and operation of other Trusts and this was a great opportunity to do so; I gained a lot of useful insights and information.

Edward Neighbour, Pioneer Educational Trust

So valuable to also spend extended time with trust colleagues who share similar values and goals

Jon Culpin, Anglian Learning
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Welcome to Whole Education

Whole Education was founded as a national network in 2010, emerging from the RSA’s Charter for 21st Century Education. Our dynamic network consists of over 500 schools, trusts and organisations committed to learning from and with each other to provide a **high-quality whole education** for all young people.

Educators tell us this vision of a fully rounded education resonates with the reasons they came into the profession, and helps provide a common language and framework for doing something about it.

We are pleased that there is an increasing recognition in the system that this kind of education must be an entitlement for all - that young people need to be resilient, independent, lifelong learners to thrive in their futures. As trust leaders, you need space to learn from each other and collaborate to make this happen across your schools. As leaders, you need a platform to share how you are delivering a whole education- and influence others to follow your lead.

WE believe that the essential knowledge on how to deliver such an education is in the system. We exist to connect the dots; to enhance the ability of schools, trusts and their teams, and all who work in them to provide a high-quality whole education at scale, and to collaborate to solve shared challenges. In doing so, we will amplify your inspirational voices — so together we can influence the direction of travel in the system.

We hope you will join us.

Lord Knight, Chair of Whole Education
A whole education

We believe all young people deserve a whole education which:

+ Helps them to develop the range of **skills, qualities and knowledge** they need to succeed and thrive in life, learning & work

+ Makes learning more **relevant and engaging**, with young people taking ownership of their own learning

+ **Supports learning across various settings** (online, outside, at home and through volunteering and work) while engaging the wider community
Your WE Trust network
Membership benefits at a glance

Wow. Am sat in a small room with @RonBergerEL @samtwiselton @GuyClaxton @MaryMyatt @drkarenedge and several trust leaders talking about schooling, values, structures. For a Head, that’s a bit like being in green room at Glastonbury! Amazing line up @WholeEducation
We believe a high-quality whole education is central to the mission of most trust leaders – to lead a family of schools that provides excellent academic outcomes for students but also develop the wider skills and qualities they need.

Our WE Trusts network has been created in collaboration with trust leaders in the network. They have consistently told us that with the role still so new and emergent, they would value a peer group to learn with and from, share ideas and build solutions to common challenges.

Our WE Trusts Network does exactly that. It also helps you learn from leading experts within and beyond education, challenging your thinking and helping futureproof your trust. You will learn from some of the world’s most innovative organisations to ensure that as well as providing high-quality curriculum, teaching and learning and assessment, you continue to develop your organisational vision, strategy and culture and lead change.

It is clear that the role of trust leaders as agents of change, improvement and support is vital- and likely to grow in importance. Within this context, the vision and values that trust leaders hold and ability to gain buy-in across their trusts and implement values aligned practice across all schools will be key in determining the direction of the system, and how well it provides a ‘whole education’ to our young people.

James Pope
Executive Director of Schools and Trusts

@samtwiselton
Total privilege to spend the day with such great people. The positive energy in the room was palpable
Our Trust membership has been designed with WE trust leaders, based on what you want that is not currently available. Through our Leading a Whole Education in Trusts programme we provide you with time and space to learn with and from each other how to deliver a high-quality whole education at scale.

**WE Trust-level benefits**

- **Relationship management and coaching support:** 3+ virtual and face-to-face check-ins with experienced WE leaders
- **WE support effective collaboration** with expert inputs and programmes tailored to your trust priorities or to get your schools collaborating
- **3x trust learning exchange regional visits** to celebrate and learn how 6 trusts are delivering a high-quality whole education
- **Regular trust influence forum** to help you and other national trust leaders form a powerful voice for change
- **Trust peer review pilot** to develop our model for trusts to validate their practice, identify key opportunities to develop and continue to improve
- **Change leadership support** expert inputs and practical action to effectively lead change, in line with your values, across your family of schools

Leading a Whole Education in Trusts programme pricing and joining information on page 10
Your schools’ core offer

To most effectively deliver a whole education across your trust, we encourage all of your member schools to join the network. WE can then join the dots between schools and your central team, and work with leaders at all levels in your individual schools.

Annual visit and support from dedicated relationship manager

Leading a Whole Education programme for their senior leaders

WE Lab Classrooms helps teachers research and pilot 2-for-1 teaching approaches

Appreciative inquiry school visits to learn from stand out practice in WE network

Subsidised conference tickets to learn with inspirational, international experts

Access to WE partners and other expert organisations with products, services or expertise to improve their provision

Schools can join the WE network for a fixed, per pupil price. For more information visit www.wholeeducation.org, speak to your WE relationship manager or email trust@wholeeducation.org
Cost and commitment

Leading a Whole Education trusts (LAWET) core offer costs £4,995+VAT for two WE trust participants*

For this, you get:

<table>
<thead>
<tr>
<th>Core benefits</th>
<th>The WE trust leader experience</th>
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<tr>
<td>+ Relationship management and coaching support (at least 3 virtual and face-to-face)</td>
<td>+ WE arrange a bespoke experience for you at the Whole Education annual conference, with a dedicated room and individual sessions with key speakers.</td>
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<tr>
<td>+ 3 Trust learning exchange visits to 6 other trusts with expert inputs on relevant topics</td>
<td>+ The Apple International Leaders programme is fully funded. There is no cost to your trust except for flights and personal expenses (and one night’s accommodation depending on arrival time)</td>
</tr>
<tr>
<td>+ Place(s) on Trust Influence forum</td>
<td>+ WE arrange and book your hotels at each WE learning exchange residential</td>
</tr>
<tr>
<td>+ 1 place per trust on the Apple International Leaders Programme (TBC but likely to be February 2021)</td>
<td>+ WE arrange your travel to trust learning exchanges and residentials.</td>
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<tr>
<td>+ Subsidised access to additional change leadership support days around your priorities</td>
<td></td>
</tr>
<tr>
<td>+ First option on the Trust Peer Review pilot (limited places available)</td>
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Contact Trust@wholeeducation.org for more information or to arrange a conversation.

*this gives you flexibility to send different leaders to different elements of the programme. ‘WE trusts’ are trusts that include WE network member schools. For trusts without any individual school WE members, 2x LAWET places cost £5995.
To be able to collaborate with like-minded peers, with inputs from brilliant thought-leaders, was unbelievable. What is really different about WE, and what I love, is the absolute focus on the personal and academic, which is unique.

Dawn Haywood, Windsor Academies Trust

[The pilot year of the WE Trusts Network] has been superb and worth every penny. It has changed my view of trust leadership. The best CPD I have had in a very long time, and certainly since I became a CEO.

Jon Culpin, Anglian Learning
Spending a week with so many inspirational school leaders, who I was in awe of, was the greatest CPD I could ask for – Thank you each and every one of you! I received some wise words from a number of you and look forward to putting some of this advice into practice.

Gavin Evans, Skills for Life Trust
Leading a Whole Education in Trusts: Relationship management and coaching support

**WE know that the context of every school and trust is different, so we pride ourselves on really spending the time getting to know you, your team and your priorities.**

The role of a trust leader is still relatively new and emerging. As a result you tell us it can often be difficult and isolating. You are making decisions affecting the lives of thousands, or tens of thousands, of young people without many places to go for support or new ideas.

Every trust is very different—whether local or national, specialist or cross-phase, with a tight educational vision or highly autonomous schools. You may be wrestling with opening new free schools or embedding your academy converters.

This is where your relationship manager comes in. An experienced former school leader working in a trust, they will visit you at least one visit per year alongside regular coaching calls. These calls offer a range of benefits; a trusted, critical friend; a safe space to have tough conversations; wellbeing focused personal support; introductions to colleagues across the country that can support your trust’s priorities.

“**The conversations were positive, supportive and, in some ways, cathartic.**

*WE coaching feedback*

*Further practical support and capacity with Change Leadership is available additionally to the Trust Core offer.*
Leading a Whole Education in Trusts: Learning exchange Visits

Our Learning Exchange visits give you the time, space and structure to gain a deep understanding of how other trusts across the country are providing a whole education at scale in their contexts.

You will visit stand out trusts and their schools, appreciating, validating and challenging their principles and practice providing a whole education in their context.

Following an overview input on day 1, on day 2 you will have the opportunity to explore the trust, speaking to staff and young people to deeply understand what they do and why.

Based on the principles of our Appreciative Inquiry model you will act as a ‘seeker’, providing hosts with feedback, insights and next step. In doing so you will network with leaders from across the country, gain new ideas and top tips, and have your own thinking challenged.
Leading a Whole Education in Trusts: Expert inputs & change leadership support

**WE understand the complexity of the challenges faced by Trust Leaders and therefore provide you with expert inputs that will support you to achieve your goals.**

WE know that trust leaders are highly skilled, experienced and determined - but WE also understand the challenge involved in providing a whole education for all children at scale across multiple schools.

WE carefully select experts from across our network and beyond to stimulate thinking and add value to your conversations and reflections:

**Learning Exchange events**
We invite leading experts from within and beyond education to join us on our Learning Exchange visits offering inputs on relevant Interest Group topics.

**WE Annual Conference**
We provide a bespoke experience for Trust Leaders at our Annual Conference, tailoring the programme to allow time so that our conference guests join your group for presentations and discussion.

**International Leaders Programme**
One person from each trust will spend time with some of the world’s leading experts through this Apple programme.
Our WE Trust Influence Forum provides you with the space and time to collectively influence each other and become a powerful, positive voice for the change you want to see in the education system.

WE trust leaders have significant influence over the educational provision and experience of many thousands of young people, their parents and their communities. Furthermore you influence the education profession within your communities and across your networks.

WE believe it is crucial that trusts and their leaders can inform the wider conversation about the future of education in the country. Too often the wisdom and knowledge of schools and trusts is not heard in the debate.

WE amplify your influential voices. You will lead our network’s future thinking and policy positions. Through regular, virtual and face-to-face group discussions, you will have the chance to discuss these challenges and make representations to the key influential groups in the education system.

You will be a positive, collective voice providing whole education solutions to the current education debates in England.
Additional programmes available for your trust

**WE programmes are designed around our principles of collaboration and learning from peers. They are a perfect vehicle to support effective collaboration between leaders at all levels in your family of schools.**

If schools in your trust join as WE members, we can facilitate leaders at all levels across them to work together and share ideas around your specific priorities through our school core offer programmes (p 11).

Many trusts chose to operate us with their CPD provider of choice, offering professional development that is sustainable and outward looking if this capacity does not exist in house. Colleagues from your schools can have dedicated table sessions together in Leading a Whole Education at Primary/Secondary, WE Lab Classrooms, WE Stand Out School visits and some conferences.

In addition, we can run our proven, evidence-based programmes specifically for your trust. Responding to key challenges facing schools, they will set up structures based on our professional learning model across your schools.

**Spirals of Enquiry (£)**  
*An evidence-based approach to engaging vulnerable groups of learners*

Spirals is based on a research synthesis by a world-leading writer on professional learning which concludes that doing this kind of enquiry is the best way to improve teachers’ practice and learner outcomes.

**Words for All (£)**  
*Develop and share innovations to close the vocabulary gap in your trust*

Words for All was developed and piloted across a whole local authority region.

It exposes colleagues to the latest research and thinking and supports school triads to develop context-appropriate interventions to practically address the vocab gap.

**WE Send Peer Review (£)**  
*Embedding best practice and principles leading an inclusive whole education*

This project has been run at scale with a number of local authorities. Led by David Batram, OBE, WE support schools through a quality assured process of self-evaluation, action planning and peer coaching to identify and meet key priorities for SEND in your setting.
WE Trust Leaders’ stories

And the best part? Everyone is equally excited to be in the room and learn together. It has been brilliant!! That is what makes @WholeEducation a very meaningful organisation for us all. #geekworship #bringyouowngeek
A sustainable approach to school improvement at CMAT

3 years ago Ely College was in special measures, with low staff morale and falling pupil numbers. By taking a sustainable approach to improvement they boosted attainment, achieved a ‘Good’ Ofsted and made students proud of their school again.

How they did it: The school wanted to avoid ‘route 1’ out of special measures – based around rigid consistency and being highly prescriptive.

Instead they focused on empowering staff and working collaboratively - “Striving more for coherence based around our values than rigid consistency”.

They developed a shared vision of T&L with their staff and engaged with a number of WE projects to improve together.

The impact:
+ Attainment has nearly doubled
+ Admissions have increased by 40% 
+ Students’ happiness, satisfaction and feelings of self-efficacy are growing strongly

“A whole education at Ely College is breadth, depth and truly memorable experiences”

Find out more in our interview with the school’s Principal and Assistant Principal
WE study tour spotlights

What I learned about leading into the future at Apple Park: Tony Nelson, 5 Dimensions Trust

One of the greatest challenges for educators is to prepare young people for a world that is changing faster than ever. As leaders we must look outside of the educational bubble to explore what the future might hold. What better partner to explore this with than arguably the world’s most innovative technology company? When I was given the opportunity to visit Apple Park in California with a group of other educationalists as part of the Whole Education Network I jumped at the chance.

Apple’s vision is to “create amazing products that enrich lives and leave the world better than we found it”. This resonates strongly with to our vision at the 5 Dimensions Trust where we want to “to grow a vibrant community of exceptional people”.

There is rapidly increasing pressure from industry and from parents for schools to focus on more holistic skills. The 5 Dimensions Trust will be working with other forward thinking schools in networks such as Whole Education to ensure that we transform our curriculum and pedagogy to prepare our young people for the world of tomorrow. After all, our vision is to “grow a vibrant community of exceptional people”, not “teach kids to pass tests and keep OFSTED happy”.

The time is right to seize opportunities to develop our curriculum with a focus on developing holistic skills, and we owe it to our students to do this with confidence and rigour.

It is a great time to be in education and the best place to be in education is as part of the 5D Trust and Whole Education

Top 3 takeaways

+ Importance of culture
+ Widespread agreement of need for a balance of knowledge and skills
+ Growing opportunity of technology to empower student and teacher agency
How to develop a trust’s culture: Julie Carson, Woodland Academy Trust

Following her participation in Whole Education trust leaders’ visit to Apple Park, Julie Carson shared her learnings and recommendations for developing her trust’s culture.

In order for the entire organisation to understand culture, this should be stripped back and delivered in a simple way.

We need to be very clear as an organisation what our purpose is, and everyone who works for us needs to share that purpose.

As part of this, we need to develop a culture of debate. Apple make it clear that everyone has a duty to dissent – if you are unhappy you speak up.

Performance Management is not linked to targets but to whether individuals demonstrate the culture of Apple, how well they work as part of their team, and what innovations they have introduced.

I ideas for trusts
+ We need to build culture in to our recruitment far more
+ Test out our culture – do all staff understand the vision, values and shared norms of the Trust? Does it need stripping back so it is incredibly clear to everyone, including those members of staff who only work 1 day a week?
+ Consider how to develop ‘a duty to dissent’
+ Adapt performance management to move away from siloed working
+ Slim down the handbook so that it is easily useable by all staff
+ Encourage our staff to have thinking time away from the busy-ness of school life.
+ Consider our clothing expectations on staff. They are adults - so why are they not allowed to wear jeans?
+ Create a ‘trust university’ to develop people in line with our ethos.

“**The opportunity to attend this was truly amazing. To be able to collaborate with other educationalists from across the country, as well as hear from specialists in their field, has been incredible. It has made me reflect on my own leadership, leadership across the Trust, and areas we can improve while not moving away from our core purpose.**
Your Trust network: appendix
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Over ten years...

100,000+ young people impacted //
3,500 conference delegates inspired and sharing practice //
500 schools committed to a ‘whole education’ //
300 senior leaders on curriculum leadership programmes //
50 partner organisations
Why do we need a whole education?

Our conversations with organisations like the CBI, Fair Education Alliance, OECD and Royal Society, and with trust leaders across our network, have affirmed that a high-quality whole education is the only way to sustainably narrow the gap and prepare all young people for their futures.

We welcome the recent debate across the sector on the need for such an education. We agree with Ofsted’s broad analysis that pressures in the system have sometimes led to an unintended narrowing of the curriculum in schools, with a focus on exam results at the expense of maintaining a whole education entitlement.

Our trusts report Ofsted’s new emphasis on curriculum gives them ‘confidence to be braver’ and collaborate on an ambitious vision of a whole education across their family of schools.

Over time it can create a supportive climate for schools to develop sustainable approaches to delivering a whole education.

This is not a quick fix — it can instead give permission and direction to system leaders. Crucially, this also encourages an ambition in schools and trusts that can support the development of a mature self-improving system.

The time is now.

Text taken from WE’s response to the consultation on Ofsted’s new Inspection Framework
35% decrease in arts entries at GCSE from 2010 – 18 (JCQ tables)

51% of sixth form schools and colleges have dropped courses in MFL (Sixth Form Colleges Association survey)

78% of secondary teachers feel their workload is not manageable (NEU workload survey 2018)

67% five year teacher retention rate (DfE School Workforce in England 2017)

Young people with SEND are 6x more likely than their peers to be excluded (DfE exclusions data)

36 Other country
37 Other country
38 United Kingdom
39 Other country
40 Other country

49% of young people feel that they are unprepared for the world of work (CBI/Accenture/Hays polling). Businesses agree; they report that 90% of school leavers and 50% of graduates are not ready for employment (British Chambers of Commerce survey of businesses)

Whole Education exists to provide a sustainable solution to some of these challenges.
Working together

We have 10 years experience helping schools and trusts effectively deliver a high-quality whole education. Over this period, we have refined how we work with you but our principles remain the same.

We provide the structure, support and inspiration to help you develop sustainable, collaborative responses to common challenges that work for your schools, in your context.

Our principles

Values-led. We do this because it is the right thing to do. You share our commitment to a high-quality whole education for all

Collaborative and network-led. We are your network and privilege you as the experts. Our programmes help you share and learn together

Not prescriptive. We don’t tell you what to do or do it for you. We provide inspiration and challenge to help you discover what works in your context

Sustainable impact. A whole education is a sustainable way to create meaningful change. Quick fixes and off the shelf solutions can work, but less often last

“We have been part of Whole Education for quite a few years now and it has impacted greatly on the work we do in our school and Trust. I’m incredibly grateful to Whole Education for the influence they have had”
Our learning model

Our network is based on a four-part learning model which draws on extensive international research on effective professional learning (Timperley et al, 2008; Dumont & Istance, 2010; Hattie, 2015).

All of our programmes, network events and conferences aim to provide a professional learning experience which helps school leaders to learn from the best of what works in practice.

We provide a platform for our members to learn from experts, research and their peers. We then support them to apply this learning and take action in their school to have a positive impact on young people.

Our learning model is based on the fundamental belief that the system holds the answer to many of our key challenges.
“Exams don’t bring out the hidden skills in children — those desires, those passions just waiting to emerge.

Children should have the freedom to explore life. There should never be a limit to a person’s learning or what they can achieve. So if you read this speech, please do me one favour. Stop telling people that to ‘succeed’ in life they have to take a certain path, do certain things or be a certain person; succeeding is achieving your dream - whatever that may be.

So like Harvey Fierstein said ‘Accept no one’s definition of your life; define yourself.’ So, learn from life, live it and move on.”

Extracts from Aimee, a student at Ansford Academy, speaking at Whole Education’s 10th Conference