

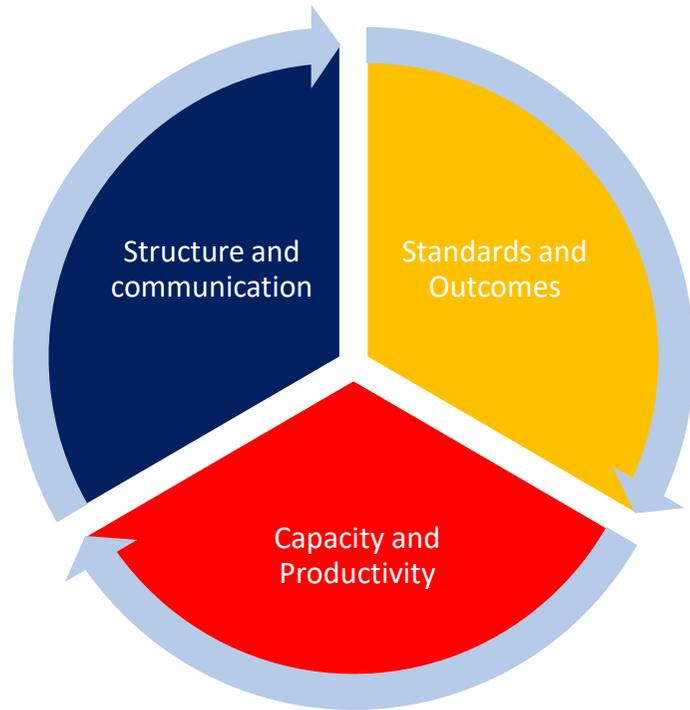
# Strategic and Development Plan

## 2020 - 2023

### Strategic aims:

- Provide a first-class education for our learners through a broad and balanced curriculum that meets the needs of individual learners and prepares them for life beyond school.
- Promote a culture which values everyone's contribution; promotes individual development and growth and is underpinned by high standards, high expectations and mutual respect.
- To provide our schools with trust wide collaborative network opportunities which builds on and shares best practice.
- To operate with transparency and clarity, maximising resources to meet the needs of the schools and demonstrates value for money.
- To grow the Trust, increasing capacity, improving long-term sustainability and outcomes for learners.

Our strategic aims will be addressed under three broad themes:



Themes:
<b>Standards and Outcomes</b> Development of an appropriate curriculum Ensure high quality in the classroom Improving outcomes for students Developing a climate for learning with high expectations for all High quality careers information advice and guidance
<b>Capacity and Productivity</b> Growing as a trust Recruiting, developing, retaining and deploying the best staff Ensuring financial health Development of high-class facilities which are conducive to learning
<b>Structure and Communication</b> Organisational development Outstanding governance Stakeholder communication Manage Risk

## Standards and Outcomes

Strategic Aim	Objective	Year 1 (2020-2021) Actions to be taken and person with who the responsibility sits	Year 2 and 3 (2021-2023) Actions to be taken
Development of an appropriate curriculum	Ensure that the appropriate adaptations to the curriculum are made in each school to reflect the current situation whilst maintaining a broad and balanced curriculum which meets the individual needs of the learners for the next stage of their education or employment. <b>(Chris Bolton)</b>	<ul style="list-style-type: none"> <li>• RCO to share information amongst Headteachers on the changes to OfSTED framework as a result of the pandemic.</li> <li>• Utilise external consultants to QA curriculum provision and feed their recommendations into school development planning.</li> <li>• Complete governor training throughout the year to ensure a thorough understanding of the Ofsted framework</li> <li>• Provide bespoke support for senior and middle leaders</li> <li>• Provide a comprehensive programme of Trust network meetings to support schools</li> <li>• Provide leadership coaching where necessary</li> </ul>	Continue to support leaders, at all levels in the development of the curriculum through high quality CPD, robust quality assurance and opportunities to share good practice.
Ensure high quality in the classroom	Ensure that high quality leadership of teaching and learning is a feature of each school resulting in students receiving good or better teaching in all cases. <b>(Jo McGoran)</b>	<ul style="list-style-type: none"> <li>• Current quality assurance mechanisms will be amended to ensure that standards are maintained as teaching evolves to meet the H&amp;S implications of the pandemic.</li> <li>• Provide a frequent opportunities for best practice to be shared amongst senior leaders, middle leaders and teachers.</li> <li>• Provide leadership coaching where necessary</li> <li>• Ensure that the teaching and learning facilitators, who were trained in 2019-20, are fully utilises, within their schools.</li> <li>• Ensure that the programme for teachers new to the profession is maintained within the current restrictions.</li> </ul>	Support leaders, at all levels in the development of teaching and learning through high quality CPD, robust quality assurance and opportunities to share good practice.
Improving outcomes for students	Ensure that each school has a comprehensive and well thought through strategy to address the impact on student progress regardless to age or ability. <b>(Chris Bolton)</b>	<ul style="list-style-type: none"> <li>• Quality assure school development plans to ensure appropriate priorities have been identified.</li> <li>• Monitor progress through the HT line management, governing body meetings and the Trust Board / subcommittees.</li> <li>• Provide a frequent opportunities for best practice to be shared amongst senior leaders, middle leaders and teachers.</li> <li>• Identify cross trust need and provide appropriate CPD for leaders to address these specific needs e.g. Literacy</li> <li>• Facilitate peer to peer support of leaders through identification of strengths and areas for development in each individual school</li> <li>• Provide leadership coaching where necessary</li> </ul>	Support leaders, at all levels in improvement of academic outcomes through high quality CPD, robust quality assurance and opportunities to share good practice.

<p style="text-align: center;">Developing a climate for learning with high expectations for all</p>	<p>Ensure that an environment is created or maintained in each school where the right to teach and right to learn is at its heart and students are taught responsibility for their own behaviour. <b>(Chris Bolton)</b></p>	<ul style="list-style-type: none"> <li>• Review pastoral systems in all schools, in light of the current situation, to ensure that they support appropriate expectations</li> <li>• Coach and mentor senior leaders, pastoral leaders and teachers where necessary.</li> <li>• Facilitate peer to peer support of leaders through identification of strengths and areas for development in each individual school</li> <li>• Utilise consultants to provide external judgements on the strengths and areas for development in each school and feed their recommendations into the work of the school improvement team.</li> </ul>	<p>Support leaders, at all levels in establishing and maintaining an appropriate climate for learning through high quality CPD, robust quality assurance and opportunities to share good practice.</p>
<p style="text-align: center;">High quality careers information advice and guidance</p>	<p>Develop excellent, independent careers education, information, advice and guidance to increase the number of students securing meaningful opportunities in further education, higher education, training and apprenticeships. <b>(Chris Bolton)</b></p>	<ul style="list-style-type: none"> <li>• Ensure an external review of CEIAG provision takes place in each school using the Gatsby benchmarks</li> <li>• Work with school leaders to ensure that appropriate structures are in place in each school to ensure students have high quality CEIAG</li> <li>• Support leaders to ensure appropriate progress is being made towards meeting the Gatsby benchmarks</li> <li>• Support schools in the development of partnerships with training providers and employers to secure appropriate work experience placements and AP opportunities for students</li> </ul>	<p>Support leaders, at all levels in establishing excellent CEIAG through high quality CPD, robust quality assurance and opportunities to share good practice.</p>

## Capacity and Productivity

Strategic Aim	Objective	Year 1 (2020-2021) Actions to be taken including timescale and by whom	Year 2 and 3 (2021-2023) Actions to be taken including timescale and by whom
<b>Growing as a trust</b>	Increase the number of schools in the Trust through growth in the primary, secondary and AP sector where appropriate, to approximately, ten schools by 2023. <b>(Phil Rimmer)</b>	<ul style="list-style-type: none"> <li>Complete due diligence on Farrington Primary School and present to the board for a decision</li> <li>Mange, if appropriate, the conversion of Farrington Primary School into the Trust</li> <li>Work with the Regional Schools Commissioners Office to identify sponsorship opportunities in the secondary sector during this academic year.</li> <li>Apply for additional funding to support trust expansion through the Trust Capacity Grant</li> </ul>	<p>Increase the primary, secondary and potentially the AP arm of the Trust.</p> <p>Implement appropriate changes to staffing, policy and practice to maximise the potential of growth whilst minimising risk.</p>
<b>Recruiting, developing, retaining and deploying the best staff</b>	Proactively recruit, develop and retain our own workforce. <b>(Jo McGoran)</b>	<ul style="list-style-type: none"> <li>Support the development of the Learning Futures Partnership in order to proactively 'grow our own'</li> <li>Promote existing employee benefits to existing and potential employees</li> <li>Develop the range of existing employee benefits</li> <li>Promote existing CPD opportunities to existing and potential employees</li> <li>Work with each school and the central team to ensure that succession planning is being considered at every opportunity</li> <li>Provide opportunities for professional development by deploying staff appropriately to support colleagues across the trust</li> <li>Implement and review and practices around flexible working and work life balance</li> </ul>	<p>Expand involvement in initial teacher training.</p> <p>Continue to expand centrally funded employee benefits in line with growth.</p> <p>Implement annual RLT conferences based on need.</p>
<b>Ensuring financial health</b>	Ensure that each school and the central services budgets are viable in the short, medium and long term. <b>(Phil Rimmer)</b>	<ul style="list-style-type: none"> <li>Investigate the efficiencies and impact of greater centralisation of services as the Trust grows</li> <li>Work with Headteachers and SBMs to ensure that budgets continue to be managed effectively</li> <li>Identify opportunities for savings to be made through economies of scale e.g. CEIAG service, supply costs</li> <li>Seek additional funding through the emergency school improvement fund, the Trust Capacity Fund and any other relevant funding stream.</li> </ul>	<p>Implement appropriate centralisation of services.</p> <p>Maximise economies of scale.</p> <p>Seek additional funding to support trust priorities.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Development of high-class facilities which are conducive to learning</p>	<p>Invest strategically in all schools ensuring facilities and resources are of the highest standards. <b>(John Robinson)</b></p>	<ul style="list-style-type: none"> <li>• Review and amend the 5-year estate plans for each school in the trust based on the conditions surveys conducted in July 2019</li> <li>• Review and amended the 5-year ICT investment plans for each school in the trust based on the current funding</li> <li>• Develop a trust approach and subsequent policy for the use of the schools' condition allocation (SCA) in 2021-22</li> <li>• Identify, for each school, opportunities to further develop facilities and resources.</li> </ul>	<p>Implement a trust policy for the distribution additional funding once the trust is in receipt of schools' condition allocation (SCA).</p> <p>Review and amend estate plans and ICT investment plans as appropriate.</p>
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## Structure and Communication

Strategic Aim	Objective	Year 1 (2020-2021) Actions to be taken including timescale and by whom	Year 2 and 3 (2021-2023) Actions to be taken including timescale and by whom
Organisational development	Develop the central team appropriately in line with the growth of the trust. <b>(Phil Rimmer)</b>	<ul style="list-style-type: none"> <li>Implement a new structure the operations team within central services</li> <li>Review and develop a new structure the finance team within central services</li> <li>Review the shadow structure, for central services, in preparation for additional growth</li> </ul>	<p>Implement the 'shadow structure' in line with growth.</p> <p>Ensure plans are in place for further growth in each sector.</p>
Outstanding governance	Ensure that all aspects of governance have access to high quality professional development, support and information to enable them in their fulfilment of their functions. <b>(Phil Rimmer)</b>	<ul style="list-style-type: none"> <li>Review the skills audits of each governing body and identify training needs and areas of expertise</li> <li>Plan and conduct appropriate governor training</li> <li>Quality assure governance through attendance at meetings of LGBs and sub-committees</li> <li>Coach and mentor governors where appropriate</li> <li>Advertise, recruit and train additional governors when appropriate</li> <li>Commission and conduct an external Trust governance review</li> </ul>	Support governors and governing bodies, in all schools to fulfil their role effectively through high quality CPD, NLG coaching and by providing opportunities to share good practice.
Stakeholder communication	Ensure that all key stakeholders can access appropriate and timely information. <b>(John Robinson)</b>	<ul style="list-style-type: none"> <li>Review and amend the employee portal</li> <li>Create and implement a governor portal where key information and resources can be accessed easily</li> <li>Create and implement a finance portal where key information and resources can be accessed easily</li> <li>Maximise the use of Twitter and websites to share information about the trust and schools within the trust</li> </ul>	<p>Continue to maximise the use of social media to market the Trust.</p> <p>Continue to develop the staff and governor portal to maximise if effectiveness.</p>
Manage Risk	Develop our risk register and risk management processes to ensure that we can support as many students as possible without placing any of our existing schools at potential risk. <b>(John Robinson)</b>	<ul style="list-style-type: none"> <li>Review the format, content and process of maintaining the risk registers for individual schools and the Trust in light of feedback from the SRMA visit</li> <li>Ensure that sufficient funding is available to manage costed risks</li> <li>Ensure senior leaders and governors are aware of the risk and have the appropriate training to enable them to manage these</li> </ul>	Review format, content and processes in line with legislation to ensure that risk is managed or mitigated.