4 Schools

2589 Students

2 Local Authorities

436 employees

The Rowan Learning Trust

Strategic and Development Plan
2022 - 2025

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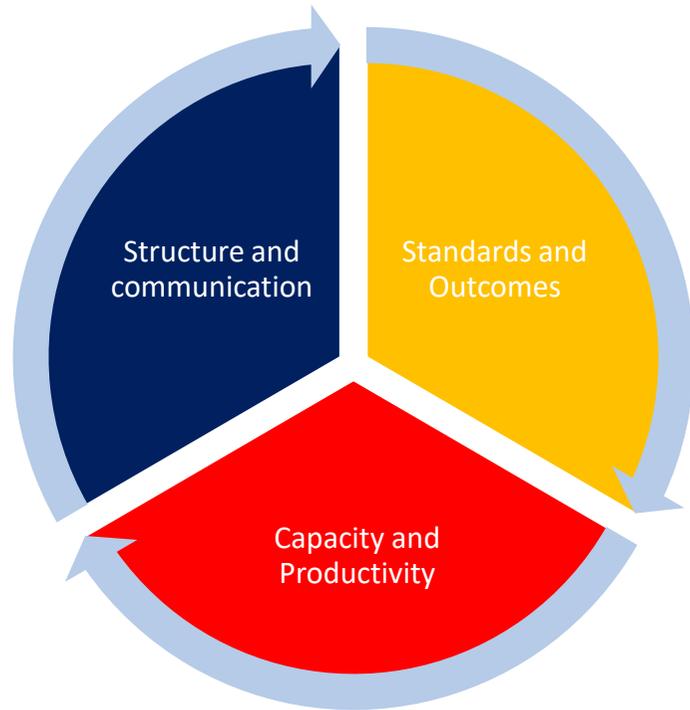
Themes:		
Standards and Outcomes		
Development of an appropriate curriculum Ensure high quality in the classroom Improving outcomes for students Developing a climate for learning with high expectations for all High quality careers information advice and guidance		
Capacity and Productivity		
Growing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

Standards and Outcomes

Strategic Aim	Objective	Year 1 (2022-2023) Actions to be taken and person with who the responsibility sits	Year 2 and 3 (2022-2025) Actions to be taken
Development of an appropriate curriculum	All students from Early Years through to KS4 and where appropriate KS5, will receive a broad and balanced curriculum which meets the individual needs of the learners for the next stage of their education or employment. (**Chris Bolton**)	• RCO to conduct training for the Headteachers on the requirements of the new OfSTED framework (PRI) • Quality assure the curriculum for each school (CBO) • Provide bespoke support for leaders responsible for developing the curriculum (PRI) • Provide a comprehensive programme of Trust network meetings to support schools (CBO) • Provide leadership coaching where necessary (JMC)	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. (**Jo McGoran**)	• Coherent and robust quality assurance mechanisms in line with the new OfSTED framework in place in our schools (PRI) • Quality assurance of self-evaluation at school and faculty / phase / department level (CBO) • Provide a comprehensive programme of trust network meetings to support schools (JMC) • Provide leadership coaching where necessary (JMC) • Identify and train teaching and learning facilitators in all schools (JMC)	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 Student progress at all key stages is at least in line with national expectations. (**Chris Bolton**)	• Quality assure exam analyses to ensure appropriate priorities have been identified (CBO) • Provide a comprehensive programme of trust network meetings to support schools (CBO) • Identify cross trust need and provide appropriate CPD for leaders to address these specific needs e.g. Boys achievement (CBO) • Facilitate peer to peer support of leaders through identification of strengths and areas for development in each individual school (CBO) • Provide leadership coaching where necessary (JMC)	Support leaders, at all levels in improvement of academic outcomes through high quality CPD, robust quality assurance and opportunities to share good practice.

Developing a climate for learning with high expectations for all	Ensure that an environment is created 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. (**Chris Bolton**)	• Review pastoral systems in all schools to ensure that they support appropriate expectations (CBO) • Coach and mentor pastoral leaders (CBO / JMC) • Provide a comprehensive programme of trust network meetings to support schools (CBO) • Facilitate peer to peer support of leaders through identification of strengths and areas for development in each individual school (CBO)	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.
High quality careers information advice and guidance	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. (**Chris Bolton**)	• Ensure a review of CEIAG provision takes place in each school using the Gatsby benchmarks (CBO) • Work with school leaders to ensure that appropriate structures are in place in each school to ensure students have high quality CEIAG (CBO) • Support leaders to ensure appropriate progress is being made towards meeting the Gatsby benchmarks (CBO) • Support schools in the development of partnerships with training providers and employers to secure appropriate work experience placements and AP opportunities for students (CBO)	Support leaders, at all levels in establishing excellent CEIAG through high quality CPD, robust quality assurance and opportunities to share good practice.

		Capacity and Productivity	
Strategic Aim	Objective	Year 1 (2022-2023) Actions to be taken including timescale and by whom	Year 2 and 3 (2022-2025) Actions to be taken including timescale and by whom
Growing as a trust	Increase the number of schools in the Trust through growth in the primary, secondary and AP sector where appropriate, to approximately, ten schools by 2022. **(Phil Rimmer)**	• Complete due diligence on Prestwich Arts College and present to the board for a decision (PRI) • Mange, if appropriate, the conversion of Prestwich Arts College into the Trust (PRI) • Work with the Regional Schools Commissioners Office to identify sponsorship opportunities in the primary sector (PRI) • Apply for additional funding to support trust expansion through the Trust Capacity Grant (PRI) • Investigate the feasibility of applying for an AP free school to enhance the provision in the one of the local authorities the trust works in (PRI)	Increase the primary and potentially the AP arm of the Trust. Implement appropriate changes to staffing, policy and practice to maximise the potential of growth whilst minimising risk.
Recruiting, developing, retaining and deploying the best staff	Proactively recruit, develop and retain our own workforce. **(Jo McGoran)**	• Support the development of the Learning Futures Partnership in order to proactively 'grow our own' (PRI / JMC) • Promote existing employee benefits to existing and potential employees (HRO) • Develop the range of existing employee benefits (HRO) • Promote existing CPD opportunities to existing and potential employees (JMC) • Identify opportunities for employees to support colleagues within the trust (CBO / PRI) • Deploy staff appropriately to support colleagues across the trust CBO / PRI) • Review pay structures in individual schools and the central team to ensure that salaries are competitive (PRI) • Review and practices around flexible working and work life balance (HRO)	Expand involvement in initial teacher training. Expand centrally funded employee benefits in line with growth. Implement annual RLT conferences based on need.

Ensuring financial health	Ensure that each school and the central services budgets are viable in the medium and long term. **(Phil Rimmer)**	- Investigate the efficiencies and impact of greater centralisation of services as the Trust grows (PRI) - Work with Headteachers and SBMs to ensure that budgets continue to be managed effectively (PRI) - Identify opportunities for savings to be made through economies of scale e.g. CIAG service, supply costs (PRI) - Develop a reserves policy for the central services budget to ensure financial stability whilst providing additional funding, where possible to individual schools in the trust (PRI) - Seek additional funding through the emergency school improvement fund (PAC / Bury) and the Trust Capacity Fund (PRI)	Implement appropriate centralisation of services. Maximise economies of scale. Seek additional funding to support trust priorities.
Development of high-class facilities which are conducive to learning	Invest strategically in all schools ensuring facilities and resources are of the highest standards. **(John Robinson)**	- Create a 5-year estate plans for each school in the trust based on the conditions surveys conducted in July 2019 (JRO) - Review and amended the 5-year ICT investment plans for each school in the trust (JRO) - Identify, for each school, opportunities to further develop facilities and resources should funding be available (JRO)	Design and implement a trust policy for the distribution additional funding once the trust is in receipt of schools' condition allocation (SCA). Review and amend estate plans and ICT investment plans as appropriate.

Structure and Communication

Strategic Aim	Objective	Year 1 (2022-2023) Actions to be taken including timescale and by whom	Year 2 and 3 (2022-2025) Actions to be taken including timescale and by whom
Organisational development	Develop the central team appropriately in line with the growth of the trust. **(Phil Rimmer)**	• Develop and implement a new structure, for central services, based on the growth required with the addition of Prestwich Arts College to the trust or additional funding (PRI) • Create a shadow structure, for central services, in preparation for additional growth (PRI)	Implement the 'shadow structure' in line with growth. Ensure plans are in place for further growth in each sector.
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. **(Phil Rimmer)**	• Review the skills audits or each governing body and identify training needs and areas of expertise (PRI) • Plan and conduct appropriate governor training (JMC) • Quality assure governance through attendance at meetings of LGBs and sub-committees (PRI / AWI) • Coach and mentor governors where appropriate (AWI) • Advertise, recruit and train additional governors when appropriate (PRI / AWI) • Increase the size of the Trust board to 7 Trustees (Members supported by AWI / PRI)	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. **(John Robinson)**	• Create and implement an employee and governor portal where key information and resources can be accessed easily (JRO) • Maximise the use of Twitter and the trust website to share information about the trust and schools within the trust (PRI) • Populate the Trust website to maximise its marketing potential (PRI)	Maximise the use of social media to market the Trust. Develop the staff and governor portal to maximise if effectiveness.

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. **(John Robinson)**	• Review the format, content and process of maintaining the risk registers for individual schools and the Trust (PRI) • Ensure that sufficient funding is available to manage costed risks (PRI / GGO) • Ensure senior leaders and governors are aware of the risk and have the appropriate training to enable them to manage these (PRI)	Review format, content and processes in line with legislation to ensure that risk is managed or mitigated.