318 Education Trust Development Plan: September 2020 -2021.

Target		Actions	Priority
Engaged Learners	1	Ensure a consistent implementation of the Deep dive process and embed the Trust lesson expectations (see reference to this in bullet points for High Quality staff) in order to working towards the following three strategic areas. 1. *Progress and attainment are above national averages.* 2. *Through our broad, engaging and enriching curriculum all our learners, including disadvantaged and SEND students enjoy their studies and achieve their best, through bespoke pathways.*	1
	2	Through learning walks and student voice analysis, ensure our students have an excellent attitude to learning. 3. *Students have a strong sense of belonging, through an inclusive ethos, which enables all students to enjoy school and contribute.* 4. *The well-being and welfare of students enables them to access opportunities and to celebrate their differences both within, across and outside our schools.* 5. *Behaviour and attitudes to learning are excellent* 6. *Attendance, exclusions and mobility rates are better than the LA average.*	2
	3	Evaluate and use the evidence presented in destination analysis and various stakeholder voice collections 7. *Personal Development of students develops breadth and depth of character, and enables choices at transition and for them to access pathways and institutions according to need.* 8. *Our schools are full and student/parent/carer voice consistently reports positively about their school experience*	2
	4	#10: Use the DfE website "Compare Schools" and national benchmarks for academic achievement in the same way that it uses financial benchmarking.	3
	5	#11: Where trust wide policies or operating models have been applied, monitor performance data, financial data and staff voice to determine the impact of these decisions. Where performance data discussions lead to trust wide or single school action points, track the impact of these actions. <u>Cross reference L and M 3 below</u> • Inform Heads of workstream. (Trust-wide policies and school based procedures). • List of policies which <u>must</u> be required for Trusts. • Establishment of timeline for policy process to ensure all are evaluated and confirmed at the same time. • Identify the 'experts' whose impact will be identified as "consultant". • Write policies/establish common format (Register needed). • Identify <u>responsibility</u> – Trustees, LGB, Head, Governors. • All updates to have <u>tracked</u> changes <u>only</u>.	1

	6	Establish the common areas of documentation – eg SEF, SDP (including relevant KPIs in order to report on progress at each school).	2
High Quality Staff	1	Ensure a consistent implementation of the Trust lesson expectations (see reference to this in bullet points for Engaged Learners) in order to working towards the following two strategic areas. *4.Teaching, learning and support, according to the Trust expectations, is consistently excellent.* 1. *Assessment helps learners reflect on their work in order to progress.*	1

	2	Audit the provision of CPD across the Trust in order to identify common areas, discover the quality of CPD and invite sharing opportunities
		
		    2. *All staff benefit from personalised CPD which is consistent for all and flexible to target individual/school/Trust needs.*
		    3. *Opportunities are enabled for staff across the Trust to develop their careers.*
			2

	3	Use staff voice to identify the present position in each school and to identify where improvements can be made. Share *1. Staff welfare is well managed, meaning attendance is high and staff voice indicates evidence that the approach to well-being helps staff to enjoy work*	3
	4	**#8: Share Trust strategy with stakeholders and implement a policy for stakeholder voice (staff).**	3
	5	Identify common areas of SDP (in order to fund development) and use school improvement fund to engage staff across the Trust.	1
	6	Implement a new performance management policy which sharpens the focus on Teacher Standards 4. *Performance Management is both supportive and challenging, recognises staff who are performing well and provides challenge where appropriate, enabling ownership of CPD.*	1

Leadership and Governance	1	#1: Complete collaborative work on the vision statement and strategic priorities to ensure it (the document) is meaningful and can be assessed against Ofsted criteria. Cross-reference these (Ofsted criteria) to the strategic priorities in order to ensure all schools are Ofsted-ready (but that we become less Ofsted-wary). #2: Link priorities of the trust to individual school priorities and ensure Link Governors and LGB evaluate their implementation. Embed work of external consultants in reporting to Trust on school improvement (and develop formal school improvement plan), focusing on selected areas of the strategy. Establish minimum standards of school performance to target resources and drive school improvement. Embed RAG heatmap to enable continual SEF (at each LGB), through creating documentation for LGB/SLT/Trustees that uses appropriate descriptors to evaluate criteria in Strategy columns. *1. Leaders have an uncompromising focus on the quality of education.* *2. There is a strong ethos, ambitious vision and a culture of collaborative continuous improvement across all schools.* *6. Our schools are known for the context, strengths and areas for development.*	1
	2	#7: **Involve all members of the Board in forming learning links with other trusts with a view to reviewing structures and procedures.** **#9 Review the support offered to improve leadership and schools outside the trust, particularly as capacity grows.** Build relationships with various present and potential stakeholders – students, staff, parents/carers other schools, LAs, Ofsted, RSC, Teaching School Alliance, ESFA – to ensure all stakeholders are aware of the work, the purpose and the impact of the Trust. *5. Each school works at the heart of a community, whether locally or regionally, such that the outward-facing nature of our Trust brings benefits to students, staff, parents and other partners.*	3
	3	Complete the compendium, to include the new Framework, Induction, Code of Conduct, KPIs for Governors, Link Governor roles Establish the policy register, which identifies 'expert' witness. Cycle of scrutiny (common across all schools) and resulting process/procedure for each school. Complete a review of governance which leads to further CPD according to general or specific need. #6 **Establish a policy and process on governance performance (at all levels), including length of service and succession planning** **#3: Develop communication between LGB and Boardreating heatmaps, reference guide and key questions, which leads to a better reporting process to establish closer links between those two groups of governors.**	1

		3. *Excellent leadership and governance across the Trust is delivered through appropriate process, training and mutual support.* 9. *Policies and practices are consistently applied, enabling inclusivity and equality* 10. *We encourage Governor and Trustee development through CPD.*	
	4	Work with FD in order to deliver a financially sustainable business model 7. *There is efficient, effective and prudent financial management at Trust and school level.*	3
	5	Utilise the significant experience at each school, through light-touch peer reviews, to review and improve safeguarding. 4. *There is an embedded culture of safeguarding.*	1
	6	#4: Further strategic-level discussion is required around the issue of "earned autonomy" considering tying this to an Ofsted grade, new schools joining and how the scheme of delegation may need to be adjusted.	3
	7	**#5: Implement a regular review of the leadership of the trust chair (perhaps using a 360 format) and of trust board members.**	3
	8	Sustain our monitoring and management of Covid-19, in order to maximise impact of re-opening, through attendance and stakeholder response. Ensure schools and Trust are prepared for Wave 2 (to react to a national or local closure programme). Build on the key successes of curriculum and support during closure in order to embed potential new practices e g blended learning.	1
Shape of the Trust	1	Complete the narrative for WBS' application for the HTB, having agreed on time-line and ESFA commitment and manage a smooth transfer into the Trust.	1
	2	Apply for TCAF funding to support the funding of the growth. 8. *The growth and shape of our Trust is managed to ensure sustained school improvement.*	1
	3	Establish the application for the Free Schools (Bowbrook) – mainstream and special	1
	4	Agree the next (primary) schools to approach (See DWW's document) and implement a time-line of approach.	2