

Trust Development Plan for 2022 – 2023



1. CURRICULUM

PRIORITY	ACTION(S): WHAT WE GOING TO DO?	SUCCESS CRITERIA: WHAT WILL IT LOOK LIKE?	LEAD
<ul style="list-style-type: none"> To ensure that all schools are delivering a curriculum that is: 	<ul style="list-style-type: none"> ambitious and challenging and reflects the community. 	<ul style="list-style-type: none"> Regular curriculum review to ensure compliance in the following areas: <ul style="list-style-type: none"> All curriculum intent is designed to meet the needs of our disadvantaged communities. Rich curriculum provision for pupils with SEND, including EHCP and the lowest 20% of learners. 	TC SL HT Executive Team
	<ul style="list-style-type: none"> aligned to EIF 	<ul style="list-style-type: none"> The curriculum has a clear sequence to build on prior learning and to promote opportunities for repetition and rehearsal. 	TC SL HT Executive Team
	<ul style="list-style-type: none"> sequenced and is building on previous learning providing opportunities to rehearse and remember. 	<ul style="list-style-type: none"> All work matches the curriculum aims and curriculum goals. Teaching builds on previous learning through clear components leading to composite goals. Pupil outcomes are of a consistently high quality including DA pupils and pupils with SEND. Schools deliver a progressive curriculum where pupils build on previous learning and apply their knowledge and skills across the curriculum. 	TC SL HT Executive Team
	<ul style="list-style-type: none"> Full National Curriculum coverage and meeting the needs of all learners. 	<ul style="list-style-type: none"> All pupils including DA pupils and pupils with SEND achieve strong outcomes 	TC SL

		supported through clear assessment procedures and pupil tracking.	HT Executive Team
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2. SAFEGUARDING

PRIORITY	ACTION(S): WHAT ARE WE GOING TO DO?	SUCCESS CRITERIA: WHAT WILL IT LOOK LIKE?	LEAD
<ul style="list-style-type: none"> To ensure safeguarding remains effective in all our schools. 	<ul style="list-style-type: none"> Safeguarding audit each term by the DCEO. Safeguarding updates in HTB by CEO. Safeguarding updates to Trustees and Local Governors by CEO and Headteachers 	<ul style="list-style-type: none"> Refer to successful DCEO safeguarding audits and corresponding follow up action. All audit shared with Trust Board. 	TC SL HT Executive Team
	<ul style="list-style-type: none"> Safeguarding training for all staff including KCSIE 2022. Safeguarding training to Trustees and Governors. Regular checks on SCR by Headteacher and safeguarding governor. CEO checks on SCR termly. Safeguarding network meetings. 		TC SL HT Executive Team
	<ul style="list-style-type: none"> Audit trail of case study records and safeguard team meetings checked by DCEO. Registers are kept for bullying, race, sexual harassment, homophobic bullying, behaviour, e-safety, gender discrimination, disability discrimination. Everyone follows the procedure of Identify, Help and Manage. Voice of the child – do children feel safe? 		TC SL HT Executive Team

3. STANDARDS: TEACHING AND LEARNING

PRIORITY	ACTION(S): WHAT ARE WE GOING TO DO?	SUCCESS CRITERIA: WHAT WILL IT LOOK LIKE?	LEAD
<ul style="list-style-type: none"> That all schools ensure that teaching and learning has: 	<ul style="list-style-type: none"> Common purpose across all areas of the curriculum. 	<ul style="list-style-type: none"> Schools will have a clear pedagogical rationale for their curriculum. From EYFS to year 6 the curriculum is building on previous learning and 	TC SL HT Executive Team

		developing the key skills to improve pupil outcomes. Pupils practice and rehearse to build automaticity across the curriculum.	
	<ul style="list-style-type: none"> No variability so that all children have access and can achieve. 	<ul style="list-style-type: none"> Quality first teaching in all schools is rigorously monitored and evaluated through review, external QA and Trust visits. Leadership teams have developed a rigorous monitoring of the standards of teaching and learning in their schools. All teachers subject knowledge is developed through high quality pedagogical support from senior leaders across the MAT, subject leader network meetings and NPQs. 	TC SL HT Executive Team
	<ul style="list-style-type: none"> High expectations and challenges children. 	<ul style="list-style-type: none"> Outcomes are significantly above national. 	TC SL HT Executive Team

4. OUTCOMES

PRIORITY	ACTION(S): WHAT ARE WE GOING TO DO?	SUCCESS CRITERIA: WHAT WILL IT LOOK LIKE?	LEAD
<ul style="list-style-type: none"> To ensure that schools and leaders focus on outcomes for all: 	<ul style="list-style-type: none"> That are higher than national. 	<ul style="list-style-type: none"> Schools achieving well above national in all curriculum areas at the end of each Key Stage – See ISDR. The use of the lowest 20% toolkit and the more able toolkit is embedded in schools. 	TC SL HT Executive Team
	<ul style="list-style-type: none"> The EHCP achieving well at their pathways. 	<ul style="list-style-type: none"> Pupils with EHCP are meeting the personalised targets that have been set. Adaptions to the curriculum are made for pupils with complex needs. Learning pathways are in place for pupils with cognitive impairment. The SEND support children are tracked carefully and where needed supported through additional interventions. 	TC SL HT Executive Team

		<ul style="list-style-type: none"> Pupils learning and wellbeing is supported through a wide range of therapeutic services including: <ul style="list-style-type: none"> Speech therapy Sensory integration Soft play rooms Sensory rooms Play therapy Music therapy Counselling services Targeted interventions 	
	<ul style="list-style-type: none"> The lowest 20% succeeding. 	<ul style="list-style-type: none"> The implication of lowest 20% toolkit has had significant impact on the outcomes for these children. 	TC SL HT Executive Team

5. PERSONAL DEVELOPMENT ENRICHMENT

PRIORITY	ACTION(S): WHAT ARE WE GOING TO DO?	SUCCESS CRITERIA: WHAT WILL IT LOOK LIKE?	LEAD
<ul style="list-style-type: none"> All schools across the Trust must ensure that their schools are: 	<ul style="list-style-type: none"> Making learning fun, relevant, and exciting. 	<ul style="list-style-type: none"> High levels of pupil engagement in lessons. No off task behaviour. All tasks are matched to individual children needs and are challenging and engaging. Curriculum models are adapted to reflect current affairs both nationally and globally including culturally inclusive study units. 	TC SL HT Executive Team
	<ul style="list-style-type: none"> Providing opportunity for quality enrichment. 	<ul style="list-style-type: none"> The curriculum has enrichment opportunities for all pupils including arts/sports/sciences/music/visits. Learning environments are of the highest quality and reflect the communities they serve. 	TC SL HT Executive Team
	<ul style="list-style-type: none"> Providing high quality cultural capital: Arts/STEM/Sports/Visits. 	<ul style="list-style-type: none"> Schools deliver high outcomes for MFL. Every child in the trust has access to free music tuition. Schools have orchestras and bands. Schools take part in Trust Sports Day. 	TC SL HT Executive Team

	<ul style="list-style-type: none"> Tracking Behaviour 	<ul style="list-style-type: none"> Schools have no exclusions – ISDR. Behaviour for all areas of protected characteristics is tracked and managed well. Schools have clear and concise systems for dealing with behaviour this is appositive and restorative approach. 	TC SL HT Executive Team
	<ul style="list-style-type: none"> Tracking attendance and ensuring attendance is at 96%. 	<ul style="list-style-type: none"> All schools have attendance at 96%+ Schools have robust systems in place for tracking PA and any children falling below 95%. 	TC SL HT Executive Team

6. MONITORING ASSESSMENT AND PUPIL PROGRESS

PRIORITY	ACTION(S): WHAT ARE WE GOING TO DO?	SUCCESS CRITERIA: WHAT WILL IT LOOK LIKE?	LEAD
<ul style="list-style-type: none"> All Trust schools should ensure that they are: 	<ul style="list-style-type: none"> Monitoring across the MAT to ensure pupils are being tracked. 	<ul style="list-style-type: none"> Schools have robust and systematic monitoring evaluation cycles that focus on: <ul style="list-style-type: none"> Lesson observations Learning walks Work scrutiny Pupil progress meetings Data analysis Performance management 	TC SL HT Executive Team
	<ul style="list-style-type: none"> Ensuring Groups of learners are being identified and needs met quickly. 	<ul style="list-style-type: none"> All vulnerable groups including more able are monitored carefully and targeted for interventions when necessary. Needs of all children mid phase new to the country are identified and strategies put in place in timely manner so that gaps in knowledge and skills are closed quickly. Learning underpinned by a focus on oracy. 	TC SL HT Executive Team
	<ul style="list-style-type: none"> Monitoring is effective and schools Assessment Procedures are in place. 	<ul style="list-style-type: none"> Trust moderation in Writing, Mathematics and Science. Foundation subject moderation in Geography and History. This focus will change each term. External QA of the quality of the Foundation curriculum. 	TC SL HT Executive Team

	<ul style="list-style-type: none"> All complex needs pupils are meeting targets in SEND profiles. 	<ul style="list-style-type: none"> Leaders will set targets based on what is in children EHCP plans and review termly outcomes. Lowest 20% toolkit evident in planning. 	TC SL HT Executive Team
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7. SEND / INCLUSION

PRIORITY	ACTION(S): WHAT ARE WE GOING TO DO?	SUCCESS CRITERIA: WHAT WILL IT LOOK LIKE?	LEAD
<ul style="list-style-type: none"> Provide the highest quality provision for SEND and make sure that: 	<ul style="list-style-type: none"> The Lowest 20% of pupils identified making rapid and sustained progress. 	<ul style="list-style-type: none"> Lowest 20% pupils at expected outcomes in national tests at the end of each key stage. All Head Teachers will ensure that the lowest 20% toolkit is being implemented and is impactful. Clear tracking of in-house assessment data. 	TC SL HT Executive Team
	<ul style="list-style-type: none"> Pathways for EHCP are developed and children are achieving. 	<ul style="list-style-type: none"> Children with SEND make exceptional progress through clear learning pathways. This includes pre formal, semi -formal and formal. A sensory curriculum is in place for pre-formal learning. 	TC SL HT Executive Team
	<ul style="list-style-type: none"> Monitoring the quality of therapeutic provision to address need. 	<ul style="list-style-type: none"> HT review SEND provision termly and ensure that teaching and learning meet the needs of the school. External QA of SEND will support HT in making secure judgements on their provisions. Schools have robust in- house procedures that ensure reviews of services are completed and fed back to governors and trustees. 	TC SL HT Executive Team

8. MAT GROWTH

PRIORITY	ACTION(S): WHAT ARE WE GOING TO DO?	SUCCESS CRITERIA: WHAT WILL IT LOOK LIKE?	LEAD
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<ul style="list-style-type: none"> ▪ Sustainable financial model. ▪ Achieve financial strength through measured stewardship, enabling a Trust-wide approach to ensuring that resources are available for contingencies and Teaching and Learning priorities whilst maintaining strict compliance with statutory and best regulatory guidance. 	<ul style="list-style-type: none"> ▪ Protect and grow Trust financial reserves that underpin school improvement. ▪ Maintain strict compliance with statutory and regulatory requirements. ▪ Provide timely information to the decision makers in our schools and committees who are responsible for the ongoing management of staff and resources. ▪ Maintain robust risk management that allows measured response to identify threats. ▪ Seek value for money through centralised procurement of services and supplies. ▪ Offer a centralised service to our schools in key support areas. ▪ Conduct thorough due diligence on schools that join the Trust. 	<ul style="list-style-type: none"> ▪ Accurate and transparent processing of financial transactions by suitably qualified staff, encouraging accountability. ▪ Protecting the security of financial assets and ensuring tight budgetary control through monitoring of expenditure. ▪ Preparing, analysing and presenting monthly management accounts with relevant narrative. ▪ Preparing forward forecasts, clearly presenting risk, opportunities and sensitivity analysis. ▪ Benchmarking financial performance and staff data to provide key performance indicators. ▪ Adopting a commercial approach to procurement to optimise economies of scale, working with suppliers. ▪ Ensuring team skills are shared and key objectives are understood by our staff. ▪ Scrutiny by internal and external independent auditors. 	<p style="text-align: center;">TC SL HT Executive Team</p>
<ul style="list-style-type: none"> ▪ Executive Team and Central Team Infrastructure and Support and capacity to onboard schools: 	<ul style="list-style-type: none"> ▪ To source and purchase a range of online support packages to support leadership and governance across our schools. ▪ Estates Management to deliver a number of programmes relating to capital investment, related service contracts and health and safety. ▪ To further implement a dedicated finance budget and salary planning package to facilitate the budget setting process across schools. ▪ To introduce the use of an IT benchmarking tool. ▪ To ensure that growth within the MAT Central Team supports change and improvement across and within schools. 	<ul style="list-style-type: none"> ▪ Key organisational structures and architecture enable school communities to function efficiently, effectively, compliantly and coherently – within and across our schools. ▪ A forward thinking three year cycle of capital investment will be implemented to improve the condition of school buildings with due regard to sustainability principles. ▪ Aligned estates related service contracts achieve best value for money and create resource efficiencies. ▪ All schools can demonstrate high levels of health and safety conformity. 	<p style="text-align: center;">TC SL HT Executive Team</p>

	<ul style="list-style-type: none"> ▪ To offer an impressive package of traded services, in conjunction with its Teaching School Hub, and deliver high quality school improvement, financial services, IT support, and other packages to schools. ▪ To equip all members of our community with the necessary knowledge, skills and tools to ensure compliance with Data Protection Act (GDPR/DPA) and the latest Cyber Security Guidance. 	<ul style="list-style-type: none"> ▪ As a result of a dedicated finance budget and salary planning package schools and the Trust benefit from: <ul style="list-style-type: none"> ▪ Increased transparency of the budget setting process. ▪ A quicker and less complex process for school and Trust staff. ▪ More precise/detailed budget and salary information. ▪ Improved integration of strategic and operational planning. ▪ Improved integration with Trust finance package and ESFA reporting requirements/tools. ▪ An IT benchmarking tool effectively informs budget, purchasing, IT development plans and future strategy. ▪ The Trust can evidence impact of how creating capacity within the central team though for example secondments, subject specific posts, project management opportunities, ED Psych Services and reconfigured IT support supports school improvement. ▪ An impressive package of traded services offered by the Trust in conjunction with the TS Hub is accessed by other schools and MATS. ▪ All schools are GDPR/DPA compliant. 	
<ul style="list-style-type: none"> ▪ Growth targets 15 schools by 2030. ▪ Position the Trust for growth in the short and medium term through building capacity in advance and future proofing 	<ul style="list-style-type: none"> ▪ Ensure that our strategy is for growth with care thus ensuring the Trust has the capacity to meet the needs of each joiner academy in terms of support, challenge and leadership, without compromising the core purpose of any academy within the Trust. 	<ul style="list-style-type: none"> ▪ 15 Schools by 2030. ▪ A secondary school by 2025. ▪ A specialist provision by 2025. ▪ Trustees have complete awareness and information of any school potentially joining the Trust and appraised of the benefits. 	<p style="text-align: center;">TC SL HT Executive Team</p>

<p>our centralised function/services.</p>	<ul style="list-style-type: none"> ▪ Executive leaders utilise the MAT’s best leaders and teachers to ensure there is capacity for growth and continuous improvement of each school. ▪ The MAT adopts a clear approach to recruiting and developing the best staff in line with its vision; staff are attracted to our schools because of our vision. ▪ Executive leaders regularly network and share best practice with colleagues thus developing a shared understanding of the opportunities and challenges on offer. 		
<ul style="list-style-type: none"> ▪ Effective Leadership and Governance. ▪ A focus on robust leadership throughout the Trust including from senior leaders to middle leaders and subject leaders. Strong and effective governance, providing support and challenge to drive improvement. 	<ul style="list-style-type: none"> ▪ To ensure all Members, Trustees, and Local Governors are confident and effective in their role. ▪ To encourage leaders at all levels to contribute to the culture and collective endeavour of the Trust. ▪ To embed a clear talent management and succession planning strategy across the MAT and a commitment to ongoing leadership development. ▪ To invest in leaders at all levels within the MAT ensuring that are well equipped to inspire, lead, manage and challenge others to make changes, leading to improved outcomes for pupils and manage succession challenges effectively. ▪ To provide secondment and shadowing opportunities to broaden the experience of the best and emerging leaders to support all schools and pupils within the Trust. ▪ To ensure that ethical leadership underpins all Trust operations. ▪ To maintain and develop Trust-wide partnerships to support school improvement. 	<ul style="list-style-type: none"> ▪ Governors have access to a comprehensive induction and training package which accelerate their knowledge and understanding of the school. ▪ Governors are highly effective. ▪ Headteachers and school leaders make a positive contribution to Trust priorities as evidenced in performance management and school development plans. ▪ There are clear succession plans in place at both school and Trust level. ▪ All leaders have completed an NPQ relevant to their role within 2 years of taking up the post. ▪ Secondees are able to evidence impact of their school improvement work across Trust schools. ▪ All schools have engaged in shadowing opportunities and can evidence how it has benefitted their own setting or practice. ▪ There is a strong culture of ethical leadership within our schools as evidenced through collaborative practices. ▪ The Trust has developed strong partnerships with other Trusts and organisations. 	<p style="text-align: center;">TC SL HT Executive Team</p>

	<ul style="list-style-type: none"> ▪ To support and promote a culture within the MAT which is supportive and ever mindful of staff workload and well-being. ▪ To ensure that Trust growth is well-managed as new schools – both converters and free schools - and their staff and governor communities are inducted into the expectations, systems and ways of working of the Trust. 	<ul style="list-style-type: none"> ▪ Staff surveys evidence that the Trust is mindful of workload and well-being. ▪ New schools feedback positively on their induction into the Trust. 	
<ul style="list-style-type: none"> ▪ Effective People Strategy. ▪ Recruiting, developing, retaining and deploying the best staff and governors, through talent management and succession planning. Enable a Trust-wide approach with the right resource, plans, policies and documents in place to make sure teams support and deliver the Trust's education needs and goals now and in the future. 	<ul style="list-style-type: none"> ▪ Recruit and retain the best workforce possible, highly skilled and passionate about delivering the very best for all pupils. ▪ Be creative and flexible in our approach to recruitment, ensuring we are resourceful in getting the very best talent and, indeed, people with the potential to be the very best. ▪ Offer the very best induction and support procedures to ensure all staff are given the opportunity to excel very quickly within their role. ▪ Ensure CPD and Career Development is normal practice and encourages staff development at every level, utilising the Trust's Teaching School Hub and SCITT and other partnerships. ▪ Conduct relevant due diligence and assessment of new schools joining the Trust to plan the integration and migration of services and people in the first 18 months. 	<ul style="list-style-type: none"> ▪ Expertly manage and direct the employee efforts to fulfil the Trust's education needs and goals. ▪ Proactively promote the Trust's Vision Statement to the workforce to ensure employee engagement and retention rates are outstanding in the education sector. ▪ A cohesive and open HR Team which engages at all levels of the Trust and integrates with the business planning process. ▪ The relationship owner for all employee relations, both internal and external. ▪ Managing the investment in and development of all employees to effectively develop retention, diversity, CPD succession planning to support Trust education needs and goals. 	<p style="text-align: center;">TC SL HT Executive Team</p>