



# Strategic

# Plan 2016-

# 2019



1. **CONTEXT**
2. **VISION**
3. **STRATEGIC AIMS**

## CONTEXT

The Learning Together Trust was established in April 2015. It was originally set up to formalise the existing partnership between St. Wilfrid's Church of England Primary Academy and Canon Sharples CE Primary School and Nursery. Currently in the Trust, Canon Sharples is sponsored by St. Wilfrid's. The Trust works very closely with both schools to provide a range of services, support and collaborative working for all children.

The Trust is keen to grow its family of academies enabling it to achieve a greater level of system led improvements, further opportunities for collaboration between leaders and staff at all levels of the school and better economies of scale which are significant in the current financial climate.

The Learning Together Trust provides an opportunity for schools to convert to academy status whilst retaining their own identity. Wherever a school is on its journey, we will recognise its strengths and work closely with the school to

achieve continuous development. Children are at the heart of all we do and we recognise that each child is unique.

## VISION

The Trust will:

- Enable individual schools to thrive in their own context and in line with their own vision and values as part of our family of schools
- Provide a home for both church and community schools who want to work in partnership to secure better outcomes for children
- Be a home for church schools committed to maintaining their distinctiveness, based on their Christian Values
- Provide the opportunity to work with a range of partners to enable each school to continue to grow and develop
- Offer bespoke packages for individual school's improvement
- Offer a range of services to enable schools to focus on Teaching and Learning
- Offer flexible and appropriate support to schools wherever they are on their journey
- Work with Local Governing Bodies to achieve highly effective governance

When a school joins the Trust they will receive a specially commissioned piece of art to celebrate their membership of our family. The executive team will work closely with school leaders and Governors to agree short and long term priorities for development. Packages of support tailored to the individual needs of each school and its children will be developed to ensure that each school achieves excellence for its children.

We aim:

- to develop schools that proactively support each other, drawing together all learners - pupils, teachers and leaders to learn collaboratively
- to act as a learning organisation, utilising the benefits of CPD, active research and to grow the next generation of school leaders



1. **OUTCOMES** – All academies will be supported to be good and outstanding.
  - a) Improve standards in Reading, Writing and Maths so that year on year there is an increase in the number of pupils reaching and exceeding Age Related Expectations and those at working at depth
  - b) Ensure that all pupils relative to their starting points make good or better progress
  - c) Secure high quality Teaching and Learning across a rich and broad curriculum
  - d) Ensure that pupils and groups at risk of underachievement make good or better progress
  - e) Strengthen the Christian distinctiveness of our church academies
  
2. **SCHOOL IMPROVEMENT** – To develop a self-sustaining system led, collaborative approach to improvement.
  - a) Develop accurate and robust self-evaluation
  - b) Identify strengths to share and areas for improvement and develop systems for school to school support
  - c) Maintain and build links with existing partners
  
3. **LEADERSHIP** – To achieve high quality leadership and governance at all levels – Board, Local Governing Body, SLT, LT, teachers and support staff.
  - a) Develop and embed high quality governance of the LGB
  - b) Develop a fully functioning, high level Trust board that represents the full skills required

c) Empower leaders across each school

4. **BUSINESS** – To strengthen the Trust by incorporating new academies and developing sustainability.

- a) Maintain measured and systematic growth, yet retain the family feel
- b) Deliver high quality services to academies enabling them to focus on Teaching and Learning
- c) Develop the structure
- d) Deliver strong financial planning
- e) Ensure effective governance



### OUTCOMES – SUCCESS CRITERIA 2019

SC 1) Outcomes and progress at all statutory reporting points (EYFS, Y1, Y2, Y6) are above national in all schools

SC 2) All teaching is at least Good and in many areas Outstanding

SC 3) Groups at risk of underperformance are progressing at least in line with peers and achievement gaps are closed

SC 4) Ofsted and SIAMs outcomes are judged as Good and Outstanding

### OUTCOMES – MILESTONES

M 1) All schools to be in line with National by July 2017. Some to be ahead of National

M 2) All teaching to be at least Good with much Outstanding by July 2017

M 3) Success criteria may need to be reviewed as new schools join the Trust

### OUTCOMES - KEY PERFORMANCE INDICATORS

KPI 1) National levels of attainment and progress are achieved

KPI 2) Attainment and progress of disadvantaged pupils is in line with peers and national

KPI 3) All teaching good and majority outstanding



### SCHOOL IMPROVEMENT – SUCCESS CRITERIA 2019

SC 6) Frequent Monitoring and Evaluation visits from external school improvement officer

SC 7) On-going support and development brokered across the Trust

SC 8) Opportunities for sharing good practice provided

SC 9) Collaborative working and networks established across the Trust

SC 10) Opportunities for joint training sought as appropriate

SC 11) Relationships maintained with strategic partners – Teaching School Alliance, LA and Consortia, CLASS, Diocese of Blackburn and Liverpool, Edge Hill University, Manchester Metropolitan University, Hope University



### SCHOOL IMPROVEMENT – MILESTONES

M 4) Undertake training and implement school effectiveness and EES+ school Self-evaluation Summer 2016

M 5) Self-evaluation used to identify good practice and areas for development across the Trust and within the consortia and is used to target support December 2016

M 6) External school improvement consultants deployed regularly across the Trust 2017

M 7) Maintain links and work for school improvement and school to school support



M8) Network groups established – HT, DHT, SENDCO, Subject leadership, Learning Mentor

### SCHOOL IMPROVEMENT - KEY PERFORMANCE INDICATORS

KPI 4) All schools judged as Good or Outstanding by Ofsted

KPI 5) All schools judged as Good or Outstanding in SIAM's inspection

KPI 6) School improvement increasingly led by system leaders



### LEADERSHIP – SUCCESS CRITERIA 2019

SC 12) Trust board is high performing and works effectively with the RSC

SC 13) Leadership across the Trust is Good and Outstanding

SC 14) Clear and effective structure for Governance meeting current and future needs is in place

SC 15) Governance at both Trust and LGB level is good and outstanding across all schools

SC 16) Succession planning ensures that high quality leaders are identified at an early stage and appropriate training put into place

SC 17) Highly effective levels of accountability are established and clear lines of reporting and reporting structures are in place

SC 18) HR strategy established

SC 19) All Safeguarding, Health and Safety, SEND statutory responsibilities are met

SC 20) Establish a Trust level Finance and Audit committee

SC 21) Establish a Trust level Performance and Standards committee

SC 22) Develop the central finance and administration teams as the number of schools in the Trust increases

### LEADERSHIP –MILESTONES

M 9) Trust board and LGB in place with roles and responsibilities clearly established 2017

M 10) Design a reporting system and calendar 2016

M 11) Appraisal of HT's clearly established with objectives focused on Trust and Individual school self - evaluation 2015 – 16

M 12) Policies for Safeguarding, H/S, HR and Finance are reviewed during 2017



## LEADERSHIP - KEY PERFORMANCE

KPI 7) Trust board and LGB's are at full complement and individual members have 85% attendance

KPI 8) Board members and LGB governors clearly understand their individual roles and responsibilities and are effective in their challenge and support

KPI 9) Leadership is at least good in each school

## BUSINESS – SUCCESS CRITERIA 2019

SC 22) Increase revenue and rationalise staff costs

SC 23) Trust has grown to 3,000 to 3,500 pupils

SC 24) Central services developed to include HR and School Improvement

SC 25) Schools express high levels of satisfaction with Trust services

SC 26) Staffing structure effectively delivers school improvement, finance and HR resources

SC 27) Board effectively delivers growth and services are improved

SC 28) Financial forecasts demonstrate stability and growth with no deficits across the Trust

## BUSINESS – MILESTONES

M 13) Trust growth – 2 schools 2016/2017; 4 schools 2017/18; 3 schools 2018/19; to a maximum of 3,500 pupils across the Trust (capacity in any one year could be increased if good and outstanding schools joined the Trust)

M 14) Services are clearly designed and articulated 2016

M 15) Value for money is delivered 2016

M 16) Joint procurements are achieved and savings made 2016



## BUSINESS - KEY PERFORMANCE

KPI 10) Each academy operates at least at break-even point, regardless of additional funding streams

## RISKS

R 1) Performance of schools not improving quickly enough, causing damage to the reputation of the Trust and the subsequent capacity to grow in size

- a) Prioritise school improvement
- b) Focus on Monitoring and Evaluation and tracking systems
- c) Training for LGB's
- d) Utilise EHT to focus on school improvement
- e) Maintain links with all school improvement partners both locally and nationally

R 2) Numbers on Roll of the Trust do not rise highly enough to be sustainable

- a) Marketing and PR campaign
- b) Monitor forecast of academies

R 3) Staff recruitment and retention of high quality and high performing staff at different levels of the Trust can't be achieved

- a) Talent spotting and succession planning - support staff, trainee teachers, potential leaders

R 4) Change of Government policy

R 5) Schools choosing not to convert



- a) HT advocacy
- b) Proactive relationship with RSC and academy advocates
- c) Effective relationships with LA's and Dioceses to offer high quality school to school support beyond the academy to build up reputation and relationships
- d) Effective marketing

R 6) Over competitive local markets

- a) As above
- b) Build relationships with other MATs

