



**STRATEGIC
PLAN
1 MARCH 2019-
31 AUGUST 2020**

Actions updated to 31 March 2020

Actions updated to 31 March 2020

Actions updated to 30 June 2020

Governance

- Agree with Local Governors a revised Scheme of Delegation which is fit-for-purpose in light of the Trust's developing needs.
Completed February 2020 and currently being implemented to ensure transparent roles and responsibilities within the Trust.
The new Scheme has been useful when redrafting policies, especially since it has been endorsed by LGCs. It now needs to be used for the review of further Trust and school policies, such as Pay and Appraisal Policies.
- Ensure that Local Governors review and update those policies delegated to them.
Ongoing. Respective responsibilities of Trustees and Local Governors clarified February 2020, with policies being ratified in Trust Board and Local Governing Committee meetings as appropriate.
LGCs have acted 'virtually' during lockdown but have completed these assignments when asked to do so.
- Ensure that each academy's website is compliant
Revision and updating of academy websites completed by Marketing Manager March 2020. Regular monitoring of compliance by a Trustee..
All statutory documents are now on the website. This will be reviewed over the summer holidays. The Marketing Manager has been working very hard to ensure that the websites are compliant. Recent applicants have been very positive about the websites when interviewed for teaching posts.
- Keep under review the desirability of growing the Trust through the addition of new schools after due diligence.
Ongoing, subject to a review of the Trust's present position and in the light of local and national policies on academisation.
A review of leadership capacity and centralised structure will inform the Trust's position on this in the coming year.

Outcomes

- Build upon improvements in Standards of Writing, which were prioritised in 2018-19.
Pathways to Write is being used in all three academies and teachers have attended external moderation events. However, internal data for writing does not yet evidence much impact in reducing the gap in attainment between writing and reading within the academies. Whilst there is evidence that some writing has improved, the pedagogy of Pathways to Write is not yet fully embedded and it is therefore too soon to see the impact on standards. Attainment / achievement data was presented to the Trust Board meeting as Education Standards Committee

(March 2020), highlighting this issue and also concerns about the accuracy and use of Balance as an assessment tool.

Writing work has been set via each school's learning platform. Pathways are looking at 'catch up' planning for next year. The new structure for delivering the teaching of writing is firmly embedded into the daily practise of teachers. Concerns about the lack of use of Balance has led to a review of tracking processes. The Trust has now commissioned a change to this process and has purchased INSIGHT. CPD sessions for teachers have been arranged for September 2020, with regular follow-up sessions planned throughout the year. This will also enable the Executive Team to finalise assessment reports at MAT level to compare and contrast achievement across all of our schools.

- Improve the quality of teaching and attainment data, measured by number of pupils who achieve Age Related Expectations.

This will be measured at the end of the academic year. However, 2019-20 will now be more challenging than ever, due to the extensive period of time that schools will be closed. Current and most up-to-date data was shared with the Trust Board meeting as Education Standards Committee, March 2020.

This has been interrupted by the closure of the schools. No data/assessments are being collected this academic year. A review will be established in September / October 2020 to identify gaps in learning and a "catch-up" programme established to close the gaps as soon as possible. Rigorous and robust monitoring systems are to be established and embedded across all of the schools.

Teaching, Learning & Assessment

- Implement recommendations of Spring 2019 Teaching & Learning Audit, conducted by external advisor, across all three academies; these include addressing issues such as inconsistent teaching not always identified by leaders, a lack of challenge for more able children, and failure in some cases to plan interesting lessons.

Largely completed in time for Education Standards Committee, November 2019, with outstanding issues addressed by incoming Principals spring 2020.

This has been interrupted by the closure of the schools. The enforced closure of schools has meant that these systems have not been established and have been stalled. New Performance Management objectives will be set before the end of October 2020, in-line with the revised Appraisal Policy.

- Continue to develop a formative assessment system and train and monitor staff in its use.

Ongoing, pending a review of the effectiveness of the present system (Balance). Feedback from staff at two academies is that Balance is not the right assessment tool as it is more of a planning tool than a formative assessment system. At the other academy, its use is inconsistent. A new Trust-wide system will be introduced for 2020-21 and this will be an ideal opportunity to bring the academies together in a shared enterprise.

A new assessment system INSIGHT is being introduced in September. All staff will have training before September. There is a Governor and MAT function to analyse data. Assessment leads have been established across the three schools, who will lead on the implementation and CPD process.

Leadership & Management

- Complete restructuring of Executive Leadership within affordable limits.
Completed July 2019, with new Principals appointed September 2019 and formally taking up their posts January 2020. However, there will need to be a further review of leadership and management roles and structure to create a transparent and dynamic leadership team across the Trust and its academies.
New Trustees have been welcomed and centralised roles have been discussed. The long term absence of key members of the central team has meant the sharing of roles and a distribution of leadership responsibilities alongside delays to the implementation of other procedures or priorities.

Make appointments to posts designated within the new Leadership structure.

Appointments of Executive Principal for Clutton and Little Sutton and Principal for Upton Heath made September 2019; appointees formally took up posts January 2020.

- Complete staffing restructuring across the three academies, with staff transfers and new appointments as necessary, and provide appropriate CPD as required.
Staffing restructure completed September 2019 but a further review is needed at the earliest opportunity, including for middle leaders to ensure all curriculum subjects are led effectively to deliver an effective and progressive curriculum. CPD ongoing.
All three schools have been recruiting in the summer term for teachers and teaching assistants. Middle leadership still needs to be reviewed including subject leadership. This has been hampered by schools closing and CPD booked linked to middle leadership will be rescheduled for September.

Transfer Upton Heath to new building, once completed, safely and securely and maximise the benefits therefrom.

Transfer to new building achieved October 2019, although full benefits will not be realised until contractors leave the site when demolition of old building is completed. Although landscaping has begun, demolition has been interrupted with the enforced closure of schools and restrictions on movement enforced by the Government March 2020.

The demolition and grounds work for the new school was signed off in June 2020. Beech Landscaping are now responsible for the maintenance of the grounds for 12 months. The new field / grass areas are not to be used for two growing seasons. Snagging will take place in August 2020 and any repairs / improvement works will be completed October 2020. Some additional fencing was agreed to ensure the safeguarding of the children and additional fencing agreed to extend the outdoor area for EYFS.

- Finalise new appraisal and pay policies across the Trust, once the new Leadership structure is in place.
Timescale envisaged is as follows: Appraisal & pay policies to be drafted for initial approval by Board May 2020; staff two-week consultation May/June 2020; approval by Board July 2020; implementation 1 September 2020.

Support the refinement of financial planning within the three academies, so that all academies have balanced budgets within two years.

Ongoing, through regular meetings between Principals and Trust CFO.

These meetings between the Principals and the CFO have become established on a fortnightly basis. Budgets for the next academic year have been set and agreed by the Trust Board.

- Maximise the impact of the appointment of a fixed-term, part-time Marketing Manager through the implementation of an approved Marketing Plan.

Cost savings, development of new and compliant websites, raising of the academies' media profiles, improved and streamlined communication through newsletters and social media, all achieved, as reported to Trust Board March 2020. The Marketing Manager has been a great asset with her different lines of communication and through introducing new websites and newsletters to the Trust. She will continue to work with us during the next academic year in a reduced role.

Conduct a skills audit of staff to enable dissemination of good practice across the Trust and development of middle leadership.

This is planned for July 2020 in time for the new academic year.

This has not happened due to the re-opening of schools taking precedence. This needs to roll forward to September. Review the use of Windows 365 and One Drive to enable the sharing of good practice and the use of ZOOM/Microsoft Teams to enable meetings to take place without people having to travel. Changing our working practices has been necessary in recent times, which has led to positive virtual meetings enabling leaders to share good practice and maintain connections.

- Ensure the completion of clearly-focused school development plans and cost-effective Pupil Premium, Sports Premium and SEND provision.

New Principals presented fresh school development plans to Trust Board February 2020 and these are being monitored by Trustees and Local Governors; other matters ongoing. A generic format for the presentation of data and action plans needs to be agreed.

Completed. The addition to the centralised team of an Inclusion Manager will allow the reporting and evaluation of all policies and processes linked to Inclusion within the Trust. An agreed, generic format would be useful and is also needed to ensure middle leaders also use this format in their action plans. CPD needed to ensure good understanding and some moderation to ensure compliance and the standard of action plans is effective.

Continue to develop Trust-wide systems to ensure safeguarding compliance.

Internal review of Safeguarding procedures and updated policy now in place. Safeguarding procedures are effective and fit for purpose.

Safeguarding will need to be reviewed in September in line with the new KCSiE document. New staff will need safeguarding training on their induction day.

- Ensure that systems are in place that enable Freedom of Information requests to be carried out efficiently.

Ongoing

New FOI policy being reviewed Summer Term 2020.

Professional Development

- Continue to work with the Ignite Partnership in providing training in different contexts.

A decision was taken not to proceed with this and the Partnership will be reviewed for September 2020.

Whilst this was potentially a very positive partnership, our schools did not access many opportunities, so making this a relatively expensive resource.

- Implement a programme of cross-Trust INSET days and PDMs, including peer to peer coaching.

A joint INSET day for Safeguarding training across all three academies was held in January 2020. The Executive Principal of Clutton and Little Sutton has also begun to encourage joint-working by staff at the two academies. However, the absence through sickness of senior central leadership has hindered progress with this area, as has the enforced closure of all schools.

CPD has been undertaken by all staff via University of Chester online during the COVID 19 pandemic. CPD including Ofsted training for Governors, SIAMS training and subject training will need to be rescheduled.

EYFS

- Continue to work with the Literacy Company in challenging pupils and raising standards.

It was not possible to proceed with this with owing to budget restrictions during this academic year.

Upton Heath has subscribed to the new Pathways to Read programme, as this is central to the long term curriculum for the school.

- Review EYFS pedagogy across the Trust to support the development of our youngest learners.

One academy (Clutton) has to date received two visits from a local authority advisor. Intended visits to the other academies were scheduled but have not yet taken place owing to circumstances beyond the academies' control. These will be rescheduled for the next academic year, if not before. However, with local authority support, there has been a review of current practice and of EYFS policy.

No further progress has been made due to the closure of the schools due to COVID 19 lockdown. A new EYFS team is being introduced in Little Sutton in September. At Upton Heath a new EYFS team has been established, including a non-class based lead. A review of EYFS with the local authority is planned, having been repeatedly postponed due to unforeseen circumstances outside of school and the enforced closure of schools.

Curriculum

- Continue work with the Maths Reasoning Project, with an emphasis on Maths mastery.

Upton Heath has continued to implement Maths Mastery and has held one CPD session to obtain feedback on, and review, this methodology for teaching Maths. The other academies have also begun to work on this but CPD and moderation has been halted due to the closure of schools in March 2020. No further progress has been made.

- All three academies to work together on a joint Musical project with Ignite, leading to the participation of a Trust choir in the Ignite Music Festival.
Little Sutton and Upton Heath have been participating in the Ama-sing project. Unfortunately this project has been cancelled due to the enforced closure of schools in March 2020.
- Continue to develop the Trust's specialism in forest school provision, through Branching Out.
A website has been developed specifically for Branching Out, an accredited provider of forest school training based at Upton Heath, where there is a small wood planted thirty years ago. However, there needs to be a review of this provision at all three academies, in the light of resourcing and an agreed pedagogical approach to outdoor learning.
Outdoor learning will be offered to all EYFS children across the Trust by Forest School trained staff. Due to financial constraints with the current Forest School Lead not being class based, Upton Heath was not able to continue to employ a specific teacher to this role.
- Continue to provide opportunities for all staff to share practice that would develop the curriculum across the Trust.
Little Sutton and Clutton are undertaking some collaborative work and this could be extended to include Upton Heath in September 2020.
All staff are completing curriculum skills documents to introduce a new curriculum in September with a clearer intention and impact statements. At Upton Heath teachers are working on Knowledge Organisers and sharing these with subject leads to develop a long term, skills and knowledge progressive curriculum directly linked to the Literacy Company long term plan.

Church School distinctiveness

- To work with the Diocesan Director to identify appropriate Diocese-provided CPD.
All Chairs of Governors have attended SIAMS training. The Diocese of Chester's School Effectiveness Officer has visited to discuss strategic plans for Clutton and Little Sutton. Governance training and subject lead training have had to be postponed due to the coronavirus outbreak.
No further progress has been made, although a SIAMs working party has been established at Upton Heath and an action plan devised to improve and embed our Christian Distinctiveness. CPD needs to be identified and accessed.
- To develop a biblically-based mission statement as required by SIAMS
Completed January 2020.
- To keep under review ways of worshipping across the Trust.

Ongoing. Little Sutton and Clutton have reviewed their Christian worship and 'roots and fruits' has been introduced across all three academies to ensure a two-year cycle of Christian Values which are interwoven through everyday life in the academies.

Collective Worship has been evaluated in Little Sutton and Clutton and a new format has been introduced ensuring consistency whichever member of staff is delivering collective worship. This is being reviewed at Upton Heath and a change to how we deliver Collective Worship is being developed, linking to Roots and Fruits themes.

Personal development, welfare and behaviour

- Extend the Rights Respecting Schools programme beyond Upton Heath to other academies.

This will be rescheduled for the next academic year. However, Behaviour policies and processes have been reviewed in Little Sutton and Clutton. Little Sutton has introduced a new 'reflection and prayer room' to support emotional wellbeing and behaviour.

Behaviour policies have been reviewed to include the collective trauma response training that all staff have undertaken to prepare for the schools reopening.

- Consolidate the 'No Outsiders' project at Upton Heath.

This was not identified as a priority for Spring 2020 but was deferred to the Summer term 2020. The enforced closure of schools will mean this being deferred again.

Implementation has been delayed at Upton Heath and will be reviewed prior to 2020-21. Clutton and Little Sutton will work on their SRE policies and curriculum during the next academic year but will not be following the 'No Outsiders' curriculum.