# STRATEGIC PLAN 2017-2022









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## **Vision Statement**

'Plantsbrook Learning Trust is a strong, caring and aspirational community of Academies. It is our vision to provide all our young people with outstanding educational experiences. We will nurture, value and inspire them to develop a lifelong love of learning and to flourish, and we will grow our community, for the benefit of all our young people'.





This vision statement is the driver for delivery throughout all Academies within the Trust. Through the provision of resources, structures and practices, Plantsbrook Learning Trust will deliver the opportunities to pupils and staff to ensure that everyone can realise their full potential.

We will give all our young people an outstanding educational experience which will:

- Achieve academic excellence by the provision of a challenging curriculum, excellent teaching, and a culture of helping our young people to realise their full potential.
- Offer a rounded education, in an active, caring, and aspirational community which helps develop a lifelong love of learning and life skills.

We will give all our staff exceptional opportunities to grow their abilities and inspire their future roles by:

- Promoting continuous improvement through high-quality professional development.
- Valuing the skills and expertise of our staff so that they are able to make a
  positive contribution to the Trust.

## **Ethos & Values**

Plantsbrook Learning Trust has developed an ethos of co-operation and democracy. We are an embracing and inclusive Trust where all staff and young people are respected and nurtured as individuals and are supported to be the best that they can be.





### The values that underpin our work are:

- **Transparency:** building trusting and open relationships with all academies.
- Resilience: recognising the role that the Trust plays in an educational context
  in line with the ever-changing political and economic climate; demonstrating
  tenacity in teaching and learning, curriculum development and Academy
  structures.
- **Respect:** for self, for others and for the local and wider community, by developing our young people into responsible and honest citizens who are aware of their social responsibilities.
- Integrity: always providing inspirational leadership by developing new and
  alternative governance models which respond to the needs of our academies;
  delivering a culture of robust accountability and continuous professional
  improvement through a strong governance and performance management
  framework.
- **Inclusion:** establishing a caring, safe and supportive environment for pupils to flourish and learn; embracing diversity and recognising that every individual in our community of schools has something to contribute.
- **Collaboration:** working together in a sustainable way with all stakeholders (parents, carers, families, pupils, staff, Governors, Trustees and the local community) for the betterment of all academies; creating personal and professional development opportunities for all staff to develop and fulfil their potential so that they have a rewarding career within our community of academies.
- **Excellence:** every pupil deserves a fulfilling education that enables them to be the best that they can be. Through the provision of a challenging, yet exciting and memorable educational experience inside and outside the classroom, our young people will engage with an appropriately challenging curriculum.
- Courage: the ability to innovate and transform our ways of working across our academies and the Trust.

# **Strategic Aims**

- Deliver a progressive Trust model that underpins the highest level of professionalism.
- Support and nurture our young people to be the best that they can be.
- Develop the intellectual, physical, moral, spiritual, and creative areas of our young people's lives to better equip them for their roles in a rapidly changing society.
- Support the professional development of all staff within the Trust structure by operating an effective and consistent staff development and performance management system.





#### And in more detail we aim to:

### Deliver a progressive Trust model that underpins the highest level of professionalism.

- Ensuring sustainable economies of scale are maximised and transparency of financial management of the use of Trust funds is at the heart of the Trust.
- Providing academies with a supportive and progressive environment by working collaboratively.
- Recognising that all academies are equal partners within the Trust.
- Embracing the diversity of each academy and creating interdependencies that support and meet the needs of the individual academy and the wider Trust.
- Offering expertise to existing academy local governing body structures, by sharing best practice and knowledge.
- Ensuring accountability of performance, delivery, and distinction between
   Member and Trustee roles within the MAT, through the Scheme of Delegation.
- Ensuring individual academy Local Governing Bodies are fully resources, with the right people around the table.
- Working together in a spirit of mutual respect and co-operation.
- Creating a culture of continuous improvement, best performance and outstanding leadership.
- Forming active partnerships with parents and carers, valuing their input into their children's personal academic development, and in to our academies.
- Establishing a communications process with all staff feeling able to contribute to the future direction of our Academies and Trust.

### Support and nurture our young people to be the best that they can be.

- Instilling a culture of mutual respect and including of the local and wider community.
- Ensuring that the right support is in place so that young people are happy, attend regularly and behave well.
- Offering a clear code of conduct framework for behaviour within all Academies.
- Preparing all young people to become responsible citizens, able to take advantage of opportunities available to them.
- Setting clear targets linked with realistic and relevant strategies which form each young person's Individual learning journey.

### Strategic Aims continued...





### Develop the intellectual, physical, moral, spiritual, and creative areas of our young people's lives to better equip them for their roles in a rapidly changing society.

- Positively support all young people's learning needs through the delivery of a broad and balanced curriculum.
- Provide a structured curriculum which includes academic and social experiences that inspire young minds to develop as individuals.
- Embracing diversity of race, culture, religion, gender, sexuality, disability or social needs.
- Ensuring all pupils have access to the curriculum and extra curriculum opportunities.
- · Cultivating an environment of integrity and moral and ethical behaviour
- · Creating an ethos of self- motivation and accountability.
- Helping pupils to develop a positive self-image through providing positive role models and rewarding positive behaviour using the Trust / Academy Reward Systems.
- Stimulate learning in a secure, happy and yet demanding environment, both in and outside the classroom.
- Meeting the needs of individual pupils by differentiation in teaching and learning styles, resources and assessment opportunities.
- Encouraging individuals to take responsibility for their own learning by developing curious minds, and a thirst for lifelong learning.
- Development and regular review of teaching and learning resources, materials and sharing of best practice.
- Applying assessment policies and practice which operate effectively within and between each key stage.

# Support the professional development of all staff within the Trust structure by operating an effective and consistent staff development and performance management system.

- · Creating a culture of high quality continuous professional development.
- Ensuring allocation of funds to support the right training opportunities.
- Setting robust and stretching targets and performance management aims.
- Maintaining regular performance management reviews in line with Trust practices.
- Enabling the sharing of best practice across all Academies within the Trust.
- Ensuring that future growth and development are secured through effective succession planning.

# **Key Performance Indicators**

Having a good set of governance indicators gives us a better understanding of why targets are or are not achievable. Our core performance indicators align with our strategic aims and help measure how well our Academies and Trust are performing compared to our strategic aims. By collecting, analysing and reporting against our KPIs, we are able to take the appropriate measures and implement systematic changes to support decision-making on key dimensions of improving performance.





### **Governance and Financial Sustainability**

Effective Governance supports our schools, and robust financial management ensures future growth and sustainability.

- All academies to maintain or improve their Ofsted inspection rating within 2 years of joining the Trust/ at first section 5 inspection, whichever is soonest.
- Ofsted Leadership & Management grade will be good or outstanding in all academies.
- 100% skills coverage in the Trust Board supported at all times, and evidenced by annual skills audit and training.
- Build and sustain a critical friend network to provide quality assurance throughout all academies.
- All Local Governing Bodies have a full complement of governors with the right skills and experiences to deliver on their clearly defined responsibilities.
- · Academies operate within the set budget.
- Staffing as a percentage of expenditure is in line with national average for similar Academies (n.a 2016 75% Secondary, 73% Primary).
- Funding distribution demonstrates equality of opportunity for all Learning Trust students.
- Management accounts presented to Governors in a timely fashion.
- Financial planning to demonstrate the use of DfE Top 10 efficiency measures.
- · Financial Management evidences sound, demonstrable cash flow management.

### **Equality & Diversity Indicators**

Improving our knowledge allows us to target our services more effectively.

- Year on year, the gap between different groups is closed. Particular focus will be given to the following cohorts:
  - Male vs. Female;
  - Pupil Premium (including LAC) as compared to 'national other'; and
  - SEND.

### **Key Performance Indicators continued...**





### **Teaching Standards**

Leadership & professionalism drives continuous improvement.

### **Quality of teaching and learning**

- · All teaching should be at least 'good'.
- · Ofsted judgement is at least 'good' in all Academies.

### **Attainment and progress outcomes**

Measuring progress drives continuous improvement.

- · All key stages to exceed national average attainment.
- End of Key Stage 2 attainment to exceed national averages for age related expectations in reading, writing, maths & spelling, punctuation and grammar (GaPS).
- End of Key Stage 2 progress scores for reading, writing, mathematics are above national average.
- Progress scores for reading, writing, and mathematics are above national average and positive.
- Progress 8 Data is above national average and is positive.
- · Value added post 16 is above national average and is positive.

#### **Our People**

Investing in our people boosts engagement and retention.

- Annual staff turnover is at ≈10%.
- Staff attendance maintained at >95% in all Academies.

#### **Culture KPIs**

- 90% young people surveyed are happy at school.
- 100% young people feel safe at school.
- 90% of parents and carers surveyed say that their child is happy at school.
- 100% parents and carers say that their child feels safe at school.
- At least 80% staff record high levels of well-being through the staff survey.
- Pupil attendance is significantly above national average for all Academies.
- Number of Fixed Term Exclusions and Permanent Exclusions are below national average at each phase.

#### **Employment KPIs**

- 100% of LAC pupils to engage on post 16 study or employment.
- Number of NEETs <5% post 16.
- Number of NEETs <6% Post-Sixth Form.</li>













