



Strategic Education Improvement Plan 2023-26



Strategic Education Direction

The Landscape

“What if we are the hope and we fail?” and “The disconnection of disadvantage/reconnecting the disconnected” (Dan Nicholls CLF October 2022 and March 2023)

Our education strategic direction sets out how, as a School Trust, we need to adapt and respond to what our children have experienced in their very recent history (the global pandemic). We must all agree and recognise that damage has been done. The pandemic is the greatest “disconnection event” of our time. The gaps have been chasms between those that have and those that have not. ‘Making good use of school time is the single most egalitarian function that schools perform, because for disadvantaged children, school time is the only academic learning time’ (Hirsch).

Our prime focus must be reconnection, and this happens through a deliberate strategy to enhance connection in classrooms:

- Our **early reading and whole class reading core** offer; perhaps *the* most important enabler for learning, connecting to the best that has been written. Literally *connecting* a child, forever, to learning and the world around them; fundamentally enhancing *quality of life*.
- Invest in **vocabulary**, the keys to language, to comprehension, discussion, building fluency and falling in love with words.
- Invest in **oracy**; supporting children to *find their voice* to articulate, apply and explore their understanding out loud, connect to others and have a voice that is heard (**LAP voice, Writing approach, 70 by Year 7**)
- **Tell stories** that bounce up and down through the curriculum, reducing assumptions, inspiring, connecting knowledge and understanding in rich retrieval spaces.
- **Weave schema** nets: really understand the architecture and structure of subject. It is this spine, these key organising concepts that create the net or holding baskets for future learning.
- **Keep the curriculum tight**, spiralling and bouncing not far from the core spine of the subject. Too much unconnected breadth or arbitrary content disconnects disadvantaged learners; who are much more likely to blame themselves than the quality of teaching.

“The curriculum should whisper to our children, you belong. You did not come from nowhere. All this came before you, and one day you too might add to it.” (Ben Newmark)

As a School Trust we can respond to, and be part of, the solution for the system so that this generation of children are not labelled and do not become the 'Covid Cohorts'.

Post-pandemic and a changing education landscape means that our most disadvantaged children, more than ever, need our School Trust to provide them with an education which enables them to flourish and be socially mobile.

Our children come to school in a region that is the third worst for upward social mobility and the lowest performing for disadvantaged children. We must do better as a system and as a sector.

They need us to be ambitious and audacious in our goals for them.

The strategic priorities set out how we will work towards driving our beliefs and achieving our vision and ensuring that we privilege our most disadvantaged.

We are brave in our mission and do not shy away from understanding the true impact of deprivation.

We know that providing the best education for the most vulnerable will also result in the best educational offer for all children.

This document, alongside the Growth Strategy 2022-25, sets out the key priorities to enable us to achieve our vision and reflect the mission of the Trust.

Strategic Direction: Mission, Vision, and Values

The School Trust was established in 2012 and is underpinned by our Christian mission - John 10:10 ***He came so that they may have life and live it to the full.***

The Trust is committed to the life chances of all children and, in particular, the most vulnerable pupils. Over time the School Trust has supported many vulnerable schools through them joining the Trust or by being supported through commissioned school improvement work. Our vision is to develop our School Trust to ensure that all children, no matter what their background, have access to a better life and have an opportunity to flourish because they were part of our School Trust.

We are committed to expanding the expertise that we offer our children through growth and the commitment to developing all staff to ensure that they are the very best for our pupils.

We are committed to serving our pupils and communities, and we do this through a curriculum offer which enables them to flourish, experience endless opportunities, and attain well, no matter what their starting point.

We define this through our Mission, Vision, Values and Beliefs.

Mission

Flourishing Futures (John 10:10 He came so that they may have life and live it to the full).

Vision

We will be an exceptional School Trust. We are committed to social mobility and a culture of belonging. We do this by investing in people enabling every child to be taught by the very best teachers so that we can achieve social change and all children flourish.

Values

Empower, Excel, Together

Beliefs

We believe:

- **That we are Stronger Together** – we deliver and achieve more than we could ever do individually.
- **In a Sense of Belonging** – every member of our School Trust matters and knows that they belong.
- **In Removing Barriers** – ensuring that where you begin does not limit your horizons.
- **In Realising the Possible** – you cannot be what you cannot see.

Overarching Strategic goals

Teacher development (Stronger Together, Realising the Possible, Stronger Together)

- Implement our 'LAP optimal learning' approach; we believe that the most powerful leverage we have is to unlock teachers understanding of how our children learn. Having a secure working knowledge of cognitive science principles is our biggest teaching focus over the next 3 years.
- Develop the teacher toolkit; our best practice framework for the key areas of education to drive improvement.
- Actively support staff well-being and seek to reduce workload through carefully planned collaborative activity.
- Continue to provide a wide range of high quality CPD pathways, training and secondment opportunities that support best practice and enable career development and succession planning.
- Continue to undertake research and work in partnership with other trusts to ensure that the quality of education we offer is the best that it can be.

Understanding Impact: (Stronger Together, Realising the Possible, Removing Barriers)

- Embed the school categorisation (metric) and tiered provision to measure school effectiveness and target support and resources to schools requiring rapid improvement but also empower schools in the improve and sustain phases to flourish. Provide data and analytics that are directly aligned with school improvement.
- Ensure strong outcomes for vulnerable and disadvantaged learners.

Curriculum: (Realising the Possible, Removing barriers)

- Effective implementation of the LAP curriculum (in schools in Stabilise and Repair phases) – our best practice approach to deliver a high quality of education and drive school improvement. Across all Trust schools full implementation of the LAP pedagogical approach in every classroom.
- Prepare children to thrive in a culturally and ethnically diverse modern Britain and develop a respect and appreciation of others; continue to ensure that the curriculum represents the rich breadth of humanity's creativity and achievements, celebrating equality and diversity and the significant contributions of a range of people from worldwide heritage backgrounds.
- Educate children and young people to be resilient and provide strong support for emotional well-being and mental health.
- Continue to develop the LAP 'Trust Charter – 70 before Y7' to support pupil enrichment activities for all children and promote agency and equity for all.
- Develop our own School Trust approach to and provision for SEND (inclusion)
- **Attendance Connection lost | attendance first** "Looking for the disconnected? *they aren't in*. Everyday too many children are physically disconnected from school. If we do not consider *attendance first* and reach out to reconnect we reinforce disconnection. In our endemic world the forces disconnecting children from their education are strong. There is a growing sense of wider disconnection that is shifting attitudes and weakening the contract held

between families and schools. Children need to feel like they belong, that they can succeed, that it is worth attending and that we deeply care if they are in. Belonging is rarely achieved through compulsion or penalty.”

Strategic Priorities and Direction 2023-2025: Key Metrics

Belief	Strategic Statement	Strategy/Tactics	Metrics	Anticipated time frame (cost and lead)
Stronger Together	To nurture and grow our School Trust and increase the skills and expertise we offer to our children so that every child within our School Trust receives a high-quality curriculum underpinned by a consistent pedagogical approach	<ul style="list-style-type: none"> • Implement our optimal learning approach in every classroom across the Trust • Return to focused CPD with Heads through EDs: sharing of best practice, embedding the core offer of teaching in every classroom. • All Incremental coaching focuses on this aspect of our work; ensure new coaches trained on a rolling cycle to ensure sustainability. • Coaching QA days as more coaches are trained. • Provide opportunities for focused Trust CPD on the pedagogical approach in a wider variety of subjects. • Champion Teachers established as drivers for our LAP optimal learning approach • Middle leaders are developed to drive and champion their subjects through deep knowledge of subject specific pedagogy. <ul style="list-style-type: none"> - Focused Trust CPD for subject leaders. - Embedding Subject Leader networks. - Introduction and implementation of a Subject Lead QA cycle. - Termly deep dives with subject Leads alongside Education Exec Team • Exploration and investment in Trust agreed schemes of work to reduce variance, support ECTs and support workload and enable deep focus on the how not the what to teach (Science, PHSE/RHE core offer) 	<p>All classroom practice is immediately recognisable as the Trust approach to teaching – every lesson and every subject is rooted in these metacognitive approaches and all IC/CPD focuses on this. Shared language is used across the Trust by all teachers</p> <p>Revamped feedback core offer is fully implemented targeted at reducing teacher workload, freeing planning time and consistent across the curriculum</p> <p>All teachers receive coaching as an entitlement. All coaching is linked to our metacognitive 'optimal learning' approach</p> <p>Coachees and coaches show full commitment to the coaching programme.</p> <p>Subject Leaders own practice is of a consistently high standard and is underpinned by our optimal learning approach (looked for in every lesson)</p> <p>All subject leaders know the areas of pedagogical strength and development in their subjects. Subject Leaders deliver CPD focused on pedagogy which is impactful. Subject Leaders collaborate across Hubs and beyond. All subject Leader submit termly QA summaries</p> <p>Trust Leads and Subject Leads have explored and prepared ground to introduce new agreed schemes of work for 2024-25</p>	<p>(Deliver in all schools and Sustain in some classrooms of best practice) end of Autumn 23 for all schools (Dep Trust Lead, EDs)</p> <p>In all schools for every teacher end of Aut 23 and QA'd throughout rest of 2023-24</p> <p>New coaches trained across 2023-24 to build capacity for 2024-25 (EDs)</p> <p>(CPD offer published by Dep Trust Lead, EDs, as part of £25K CPD budget allocation)</p> <p>Throughout 2023-24 (EDs cost covered through CPD budget)</p> <p>Throughout 2023-24 (EDs cost of PSHE/RHE schemes EDs explore for possible implementation 2024-25)</p>

		<ul style="list-style-type: none"> LAP curriculum @ finalised to eradicate variance in schools in Stabilise/Repair phase All subjects have clear agreed endpoints established and implemented and clear expectations around assessment across the curriculum is in place Teacher toolkit developed EYFS curriculum toolkit developed 	<p>Curriculum team agreed and published LAP curriculum @ offer for both single and mixed aged</p> <p>Curriculum team agreed and published assessment protocol to include endpoints across the curriculum</p> <p>All new teachers to the LAP receive teacher toolkit publication as an aide memoire/one stop shop to support practice</p> <p>All teachers across the school Trust receive support in creating highest quality learning environment across EYFS enabling children to flourish</p>	<p>Ready for publishing Autumn 2023 (Deputy Trust Lead and EDs) Establish through 2023-24 Ready for publishing by end of Autumn 2023 LG and Curriculum group</p> <p>Published for roll out Autumn 2023 (Dep Trust Lead Publishing costs to be explored) Establish 2023-24</p> <p>Explore through 2023-24 ready for publication/training Summer 2024 and roll out (EDs/Heads) Sept 2024</p>
<p>Sense of Belonging</p>	<p>To grow our offer around inclusion so that every member of the School Trust family has the opportunity flourish and grow.</p>	<ul style="list-style-type: none"> Explore a core offer for children and families joining with EAL and world heritage backgrounds so that our curriculum is fully inclusive. Attendance first – tackle children disconnected from school. Lack of belonging. Curriculum and relationships between school and home strengthened to say ‘you belong’ Ensure that Leaders, at all levels, including Governance understand the new SIAMs framework including those new to church school leadership. Revamp the induction process to support teachers in their understanding of what, how and why we deliver our curriculum to enable flourishing Establish a cohesive yet bespoke support staff CPD and appraisal process including provision for clear pathways of development 	<p>Schools have a more cohesive planned approach to welcoming families from World Heritage backgrounds as a result of learning from other Trusts, best practice sharing and research (eg the DEI network)</p> <p>Schools have coherently planned approach to re-engaging those disconnected and opportunities to connect those hardest to reach are daily conversations and priorities resulting in gap closing for attendance of vulnerable groups</p> <p>All leaders feel confident to lead as a result of Diocesan Support (SLA), CPD and best practice sharing, SIAMS SEF reporting</p> <p>All new members of the School Trust have a ‘one stop shop’ to teaching within the LAP. Hard copy created and shared through the induction process and the CPD online offer continues to strengthen</p> <p>Clear route map of professional development for all support staff including career development pathways.</p>	<p>Begun 2023 and ongoing (EDs)full implementation and roll out ready for September 24</p> <p>Through 2023-24 (Dep Trust Lead/EDs/ cost Diocese SLA and CPD budget?)</p> <p>Through SLTs and Headteacher mentoring</p> <p>End of Summer 24 (Dep Trust Lead/EDs - cost of hard copy in publication line/but needs to include venue hire/catering?)</p> <p>Throughout 2023-24 (Dep Trust Lead cost within CPD budget line) End of Summer 24</p>

<p>Removing Barriers</p>	<p>To make our most vulnerable pupils our highest priority and give them access to the very best teachers so that where they begin doesn't determine where they end up and they are positive agents for change</p>	<ul style="list-style-type: none"> Establish a consistent approach to teaching oracy and communication ('LAP voice') where every child has a voice that is heard Establish a Speech and Language core offer Establish a Handwriting/presentation core offer Exemplification of writing materials produced for all year groups A commitment to inclusion through re-establishing our SEND core offer to simplify graduated response and enhance provision Utilising the sharing of best practice more strategically enabling all pupils to access the full curriculum offer 	<p>A LAP approach to teaching oracy and communication to achieve agency is ready to roll out across the School Trust by September 2024 Pupil voice is fully maximised and informs direction and thinking through clear actions from surveys, through conferencing and local committee audience</p> <p>Baseline assessment for Speech and Language is ready to be implemented across the School Trust for September 2024</p> <p>Handwriting/presentation core offer and writing materials exemplification is ready to be implemented across the School Trust for September 2024</p> <p>SEND revamped core offer and graduated response ready for delivery across the School Trust for January 24 (<i>might need tweaking once DVPI has completed exploration phase of her work following MAT SEND external review during 2022-23</i>)</p>	<p>End of Summer 24 (EDs)</p> <p>End of Summer 24 (DVPI cost of S+L baseline across School Trust explored for rollout could include creation of Trust S+L specialist role)</p> <p>End of Summer 24 (EDs/ English Trust Lead – cost of scheme?)</p> <p>Jan 24 (DVPI – associate costs planned for once direction agreed with strategic team)</p>
<p>Realising the Possible</p>	<p>Focus on Leadership development which builds capacity and focuses on QoE so that every member of the school trust achieves social mobility</p>	<ul style="list-style-type: none"> CPD offer is developed so that all members of local governance feel empowered to fulfil their role Explore both a preparing for Headship core offer and new to headship programme Trust Charter (70 by Year 7 rebrand and full implementation achieved) Implementation of Trust Termly Headship development days attended by TLT 	<p>Schemes of delegation understood by all Training is universal and empowers all to provide challenge and support QA of local committees CPD delivered for Heads around maximising local governance</p> <p>Programmes and core offer ready for roll out. External CPD sought Active pipeline ascertained through talent management register</p> <p>All pupils receive offer and pupil voice feed into and captures impacts (specifically captured and shared with local committees Opportunities for coming together across Trust family of schools are maximised</p> <p>All heads take part in a x 1 per term headship development day including best practice/innovation and leadership sharing 'creating the buzz' and empowering the collective</p>	<p>Throughout 2023-24 led by Dep Trust Lead and EDs</p> <p>Throughout 2023-24 (Trust Lead/Dep Trust Lead – cost tbc)</p> <p>By end of 2023-24 (EDs – CFO, Trust Lead and Dep Trust Lead – allocation of bid pot tbc)</p> <p>TLT (budget to venue hire x 3 whole days and a guest speaker) Explore 2023-24 implement 2024-25</p>

2023-24			
Explore	Prepare	Deliver	Sustain
Preparing for Headship core offer (external input needed)	New Headship programme core offer	LAP Curriculum @ core offer for Stabilise and Repair schools All subjects end points in place	Trust existing Core Offers: Early Reading, Whole Class Reading, Maths, Trust Charter (70 by Y7), Optimal Learning, Writing
SEND core offer and provision from MAT audit	LAP EYFS Curriculum @	Science scheme of work all schools	Incremental coaching offer to every teacher focused on Optimal Learning
LAP voice (oracy and agency) utilising JE 2 year oracy project	Teacher Toolkit – revamped Induction	MFL scheme of work all schools	Networks and forums for DSL, SEND, Attendance, Administrators, Subject Leads, Senior Leads
Speech and Language baseline assessment core offer?	Spelling scheme	Agreed new feedback core offer across curriculum	External reviews
	PSHE/RHE Scheme of work	Robust data analysis system – that is both agile and user friendly and delivers agile Trust functions for Trust Leadership Team	Health Checks and 4 phases of school improvements support
	Handwriting scheme	Streamlined onboarding policies system	Pipeline for new Literacy Specialists (English Hub)
	Computing curriculum audit and resourcing	Local governance training bespoke to our School Trust	
		New SIAMS framework (Diocese SLA)	