Christ at the centre, Children at the heart

TRUST STRATEGIC DEVELOPMENT PLAN 2019-2022

Date Approved:
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Next Review Date:
Version: 1
Approving Body Board of Directors

PURPOSE

The Board of Directors is the key strategic decision-making body for the Trust and it is their role to set the overall strategic framework for the Multi-Academy Trust and to ensure all statutory duties are met. The Board is responsible for ensuring that there is a medium to long-term vision for its future and that there is a robust process in place for achieving this. This process must address the fundamental questions of where the organisation is now, where does it want to be in the future, and identify how it is going to get there. This Strategic Development Plan sets out the Trust's overall vision, our values and priorities for the year ahead. The priorities contained within this Plan will be reviewed annually.

OUR VISION FOR THE FUTURE

Executive Summary

Founding Vision

Our Lady of Walsingham Catholic Multi-Academy Trust will deliver outstanding educational, spiritual and moral outcomes for all children regardless of their faith or backgrounds within an ethos based on full inclusion, high expectations, innovation, outstanding teaching and learning, and a relentless focus on the needs and potential of every child.

Our vision is that every school within the Trust has a reputation for excellence in their local communities and beyond.

Developing the person

Our curriculum, is designed to meet the needs of all the children in our schools and to prepare them for success in life, however and whatever that might mean to them as they grow and develop.

All children in the Trust will have the opportunity to develop their talents to the full, in the recognition that they all have talents to offer and that although these talents are different, none is more important than another and all are needed in our ever changing world.

Catholic-rooted, child-centred

The Trust is a Catholic-based, child-centred MAT. We are founded on Catholic values which underpin every social, academic and pastoral relationship and the related behaviours which act as live witness to our Faith.

Inspired and supported by these values, we seek to develop the characteristics of effective learners in our children so that, whatever their future holds, they can approach this with character, confidence, resilience and a Christ-centred moral compass.

Having the confidence to engage

The learning culture is one where the children and staff have the confidence to engage and need not fear failure along the way.

The children are supported to be confident, active learners so that they push themselves beyond their perceived limits in the safe knowledge that our best learning takes place when we don't get it right first time, and is a valuable expression of engaging confidently in learning.

The children enjoy working with adults and other children, and also understand that they have God-given gifts, with which it is their responsibility to do the best that they can for themselves and others.

The Trust is committed to the high quality development of all staff, which is key to excellent provision for pupils. This in turn leads to high all-round learning and achievement. The Trust's approach to professional development is enhanced by a sharing of expertise, best practice, resources and opportunities across the MAT. This ensures the capacity for continuously self-improving academies.

Outcomes

Outcome 1

Our schools are centres of excellence in teaching and learning where every child and young person makes outstanding progress and is ready for the next stage in their education and lives.

PRIORITIES FOR THE YEAR AHEAD:

1. Improve the progress made by all pupils so that the standards reached are outstanding across the trust.
2. Establish common assessments and Trust - wide moderation (including cross –phase) to verify standards.
3. Develop systems of monitoring teaching and learning which support teachers to be highly effective in moving children's learning on.

Outcome 2

Our curriculum is designed to meet the needs of all the children in our schools and to prepare them for success in life, however and whatever that might mean to them as they grow and develop.

PRIORITIES FOR THE YEAR AHEAD:

1. Develop a core curriculum which gives value and priority to the broader skills needed to be successful in life
2. Schools will use this core curriculum to underpin their own curriculum design personalised to their individual needs.
3. Develop a system of monitoring teaching and learning which will explicitly evaluate the effectiveness of developing these skills.

Outcome 3

The Trust will continue to grow in a sustainable way. It will support its schools by developing cost effective services to meet their needs in terms of the care and development of the children which it serves.

PRIORITIES FOR THE YEAR AHEAD:

1. Work with St Pancras Primary School, St Alban's High School, St Laurence Primary School and Winckworth Sherwood to ensure that they successfully become part of the Trust.
2. Put together a MAT boarding plan for the remaining schools to join the Trust
3. To ensure that all schools joining the Trust understand and share its vision and values.
4. To build HR structures which provide the Trust with effective sustainable leadership and management
5. To understand the collective needs of the Trust and to procure services to meet those needs.

6. To make the most efficient use of Trust staff to best meet the needs of the Trust.

Outcome 4

Our staff and children will benefit from belonging to a wider community of Catholic schools. The Trust will focus on developing our people to the full and is therefore committed to high quality staff development and in particular the development of Catholic School Leadership.

PRIORITIES FOR THE YEAR AHEAD:

1. Develop subject leadership teams across schools in the Trust to share expertise and skills and improve outcomes for children.
2. Staff have opportunities to share their skills and expertise across the Trust and with other schools.
3. Develop subject leadership teams across schools in the Trust to share expertise and skills.
4. As schools join the Trust their strengths will be evaluated and good practice will be shared with the other schools in the Trust.
5. All staff to understand the importance of leadership at all levels and are clear about the Trust's expectations that everyone is a leader in some capacity.
6. To put together a CPD programme across the trust which develops staff as effective teachers and leaders.
7. Develop a system of peer review between the schools in the Trust.

Outcome 5

The whole community lives by the fact that the Trust is a Catholic-based and child-centred; founded on shared Catholic values which underpin every social, academic and pastoral relationship and the related behaviours which act as live witness to our Faith.

PRIORITIES FOR THE YEAR AHEAD:

1. Develop opportunities to encourage children to participate in regular celebrations within parishes and for Trust Schools, staff and students to join together for liturgies/faith events/Mass.
2. Spread and develop the culture of Servant Leadership as the Trust grows ensuring that the core purpose of the Trust is to serve the developmental needs of the children.

ACTION PLAN
Specific actions in support of our priorities are detailed at **Appendix 1.** This will be updated termly for review at board meetings

MONITORING & REVIEW
This plan will be reviewed on an annual basis with new priorities identified for implementation in a 3- year rolling programme.

Appendix 1

TRUST DEVELOPMENT PLAN: ACTION PLAN

Outcome 1 **Our schools are centres of excellence in teaching and learning where every child and young person makes outstanding progress and is ready for the next stage in their education and lives.**	Action	Notes from termly in-year review by Trust Board.	Target Date	Lead
1.1 Improve the progress made by all pupils so that the standards reached are outstanding across the Trust.	Outcomes for FS, KS1, KS2, GCSE and A Level statutory data and KS3 flight path data monitored at Trust Executive team meetings. Termly predictions against statutory data presented to Spring and summer Board meetings. Teacher Assessments for Primary, EFG (Estimated Final Grade) for GCSE and ALPS for A Level. Flight path data for KS3 presented to Trust Board in Spring Summer and Autumn Meetings. Set end of year expectations for each year group from Year 1 to Year 11 and then 13 which allow the Trust to track through predictions for End of Key Stages, GCSE and then A Level.		Autumn Term Board Meeting Spring and Summer Board Meetings Spring and Summer Board Meetings Autumn Term 2019	Trust Executive Team Trust School Improvement Team
1.2 Establish common assessments and MAT- wide moderation (including cross –phase) to verify standards.	Embed the use of PiXL Primary in all Primary schools. Continue the use of PiXL Secondary and PiXL 6 in St Alban's High School.		1.9.2021 On-going	Heads Operations Committee and Trust Executive Team – all actions

	Create and publish assessment monitoring cycle		1.9.2020	
	Create and publish moderation timetable which moderates Primary to Primary, Secondary to Secondary and Key Stage 2 to Key Stage 3.		1.9.2020	
1.3 Develop systems of monitoring teaching and learning which support teachers to be highly effective in moving children's learning on.	Review individual schools' monitoring schedules for Quality Assurance in Teaching and Learning by year, subject and SEND		1.9.2019	Trust Executive Team
	Develop a MAT wide schedule based on the best practice across the MAT including lesson study and other forms of peer review.		31.12.2019	Trust Executive Team
	Monitor to ensure that systems are in place, embedded and effective and that the schedule is maintained		On-going from 1.1.2020	Headteachers and Heads of School

Outcome 2 **Our curriculum is designed to meet the needs of all the children in our schools and to prepare them for success in life, however and whatever that might mean to them as they grow and develop.**	Action	Notes from termly in-year review by Trust Board.	Target Date	Lead
2.1 Build on the core curriculum to ensure that it gives value and priority to the broader skills needed to be successful in life	Identify and nominate at last 2 representatives from each school with the skills to develop this element of the curriculum to form a Trust Curriculum sub-group Plan and deliver a day to develop the Trust's 3-18 Skills for Life Framework ensuring that Oracy forms a key part. .		31.7.2019 Autumn Term 2019	Executive Headteachers, Headteachers and Heads of School Trust Curriculum sub-group.(Assistant Headteacher – Curriculum (Secondary) and Heads of School (Primary))
2.2 Schools will use this core curriculum to underpin their own curriculum design personalised to their individual needs.	Develop an identity for this curriculum and posters which can be displayed in all schools. Ensure that the curriculum for each subject provides opportunities to develop these skills.		Spring Term 2020 Start 1.4.2020	Trust Curriculum sub-group Teaching and Learning Networks

2.3 Develop a system of monitoring teaching and learning which will explicitly evaluate the effectiveness of developing these skills.	Write a single page 3-18 progression framework for this curriculum. Ensure that monitoring systems are built into the QA of Teaching and Learning		Spring Term Start 1.4.2020	Trust Curriculum sub-group Trust School Improvement Team
2.4 Children will be aware of the importance of these skills for life and their progression in this aspect of their learning as they move through the Trust schools	Develop a 3-18 "passport" with clear progression markers at the end of FS, KS1, KS2, KS3 and KS4 with age appropriate opportunities for children to self-assess.		Ready for implementation from 1.9.2020	Trust Curriculum sub-group

| Outcome 3

The Trust will continue to grow in a sustainable way. It will support its schools by developing cost effective services to meet their needs in terms of the care and development of the children which it serves.	Action	Notes from termly in-year review by Trust Board.	Target Date	Lead
3.1 Work with St Pancras Primary School, St Alban's High School, St Laurence Primary School and Winckworth Sherwood to ensure that they successfully become part of the Trust.	Complete reciprocal Due Diligence Complete TUPE and stakeholder consultations. Comply with all HR requirements Comply with all contractual requirements Comply with all legal requirements		1st April, 1st July and 1st September 2019 respectively for the 3 schools	CEO and FOD
3.2 Put together a MAT boarding plan for the remaining schools to join the Trust	Agree a boarding schedule and strategy with the diocese for St Mark's Primary, St Alban's Primary, St Edmund's Primary, St Joseph's Primary and St Benedict's High School.		1st September 2020	CEO together with the Board of Directors
3.3 To ensure that all schools joining the Trust understand and share its vision and values.	Ensure that key documents are distributed, read and understood by all schools in the Trust:- • Scheme of Delegation • Trust Vision • Local Governing Body Handbook • Trust Development Plan Develop a brochure/prospectus for the Trust		In line with the on-boarding of each school 1.9.2020	CEO, Chair of the Board, Executive Heads, Heads of School Trust Executive Team

3.4 To build HR structures which provide the Trust with effective sustainable leadership and management	Produce an MAT wide Organisation Chart. Identify cross MAT Leadership roles Ensure that there are policies and procedures to facilitate cross Trust working.		1.9.2020	CEO and Trust Executive Team- all actions
3.5 To understand the collective needs of the Trust and to procure services to meet those needs.	Conduct a rolling needs analysis as schools join the Trust Ensure that PS Financials is procured and installed in all schools joining the Trust, ensuring that all staff are trained.		1st September 2020 for completion As schools come on board	CEO and Board of Directors FOD
3.6 To make the most efficient use of Trust staff to best meet the needs of the Trust.	Ensure that the Trust Executive Team has an overall picture of the Human Resource dimensions of the Trust. Audit expertise across the Trust and conduct a skills analysis to identify the range of skills across the Trust. To start to develop Trust wide back office functions across the schools already in the Trust,		On- going. Termly review 1.1.2021 1.9.2019	CEO, FOD and Board of Directors

| Outcome 4

Our staff and children will benefit from belonging wider community of Catholic schools. The Trust will focus on developing our people to the full and is therefore committed to high quality staff development and in particular the development of Catholic School Leadership.	Action	Notes from termly in-year review by Trust Board.	Target Date	Lead
4.1 Develop subject leadership teams across schools in the Trust to share expertise and skills and improve outcomes for children.	Continue to develop existing Teaching and Learning Networks for KS1 to KS3 to include KS3 Subject Leaders. Develop Teaching and Learning Networks to take collective responsibility for progress from Y1 to Y9 and to ensure 'no year wasted'. Ensure that cross phase collaboration influences the primary curriculum and develops the KS3 curriculum to secure continuous progress in each subject. Develop sharepoint for KS2 and KS3 resources.		On-going Embedded 1.9.2020 Embedded 1.9.2020 1.9.2020	Executive Headteacher, Teaching, Learning and Standards working with the Trust Executive Team – all actions
4.2 As schools join the Trust their strengths will be evaluated and good practice will be shared with the other schools in the Trust.	Create a list of KPIs for staff at individual, school and Trust level. Create a model for evaluating staff strengths and areas for development for each school as it joins the Trust and review annually		1.1.2020 1.1.2020	CEO, Executive Heads, Headteachers, Heads of School

4.3 Schools in the Trust will lead professional development for other schools in the Trust.	Develop a suite of internally developed and delivered CPD which can be shared across schools in the Trust.		1st September 2022	Executive Headteacher – Staff CPD and Leadership Development
4.4 Opportunities for cross Trust CPD will be explored and delivered	Create a working group to be responsible for CPD across the Trust with a view to developing a Trust wide CPD offering. Publish the CPD available across the Trust and share with all schools and review annually.		1.4.2020 1.9.2020	Executive Headteacher – Staff CPD and Leadership Development
4.5 All staff understand to importance of leadership at all levels and are clear about the Trust's expectations that everyone is a leader in some capacity.	The staff in the Trust will come together at the start of each school year for a conference to set the tone for the coming year. An element of leadership to be in all staff PMR targets Maintain analysis of leadership across the Trust to identify opportunities for developing leadership in general and in particular, Catholic school leadership.		September 2019 and each subsequent September Start 1.9.2019	Trust Executive Team Executive Heads, Headteachers, Heads of School
4.6 To put together a CPD programme across the trust which develops staff as effective teachers and leaders.	Conduct a needs analysis across the Trust schools. Develop a programme of CPD at school and trust level to respond to the needs analysis		1.4.2020 Start 1.4.2020	Executive Headteacher – Staff CPD and Leadership Development
4.7 Develop a system of peer review between the schools in the Trust.	Analyse current peer review systems being adopted by schools Develop a consistent programme of peer review across all schools based on best practice.			Executive Headteacher, Teaching, Learning and Standards working with the

				Trust Executive Team

Outcome 5 The whole community lives by the fact that the Trust is a Catholic-based and child-centred; founded on shared Catholic values which underpin every social, academic and pastoral relationship and the related behaviours which act as live witness to our Faith.	Action(s) to Date	Notes from termly in-year review by Trust Board.	Target Date	Lead
5.1 Develop opportunities to encourage children to participate in regular celebrations within parishes and for Trust Schools, staff and students to join together for liturgies /faith events /Mass.	Develop a cross Trust Chaplaincy team to include the liturgical life of the Trust and liturgical musicality. Identify and appoint a Trust Chaplaincy Team Leader Develop the model so that the work of the chaplaincy team filters into schools through their pupil chaplaincy teams.		Start 1.9.2019	Trust Executive Team Trust Chaplaincy Team Leader
5.2 Spread and develop the culture of Servant Leadership as the Trust grows ensuring that the core purpose of the Trust is to serve the developmental needs of the children.	Identify a range of Servant Leadership CPD that can be delivered to all staff throughout the Trust. Plan and deliver the programme of CPD. Identify Servant Leadership Resources for schools in the Trust.		Start 1.1.2020	CEO, Executive Heads, Heads of School Executive Headteacher – Staff CPD and Leadership Development