THE PRIORY LEARNING TRUST

Strategic Plan 2018-19
July 2018
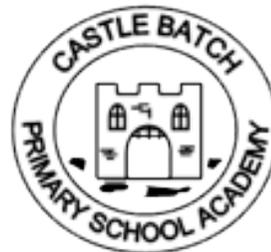
Introduction and context for the plan

From the Trustees' statement on mission, values, strategic vision and direction
July 2017

The mission of the PLT is to develop happy, confident and successful young people. Our underpinning values are respect for each other, creating an environment for successful learning and giving everyone the tools to maximize their potential. Our primary focus is providing great student outcomes whilst also thinking about the holistic welfare of our students. The Trust is committed to social equality and the principles of fair access and opportunity. The priority is local families and we will retain a local focus. The PLT values its employees. It is committed to staff development and to fair and transparent dealings with all employees. Employees are the most precious resource and they must be deployed for maximum gain for our students and their welfare. The PLT intends to grow its family of schools. There will be measured growth as we must maintain outstanding outcomes. Growth, therefore, will be planned. The PLT will extend executive business services to support great teaching and learning. All schools will deliver a 'world class' modular curriculum that is relevant, dynamic, forward-looking and balanced.

Neville
(Executive Principal) – July 2018 – message to all staff

First of all, **thank you** for your great work within The PLT's academies during this past year. THANK YOU FOR YOUR SUPPORT OF OUR GROWING TRUST.

I am really delighted with our significant progress. The best parts of the year for me have been seeing colleagues from all academies and schools working together – hopefully adding value to the learning experience, growing professionally and reducing workload. Staff have been jointly developing Learning Cycles, taking part in joint reviews and been being part of our 'alignment' and 'fellowship' groups and 'hubs'. Many have been part of our Middle Leader Development Programme. We are a Trust that puts learning first. We are a 'doing' Trust – this is becoming a reality of our MAT.

We have further developed our Central Executive Team over the past year. The Trust has also expanded from two to four academies. In April we welcomed St Anne's and Castle Batch primaries into TPLT. Our primary colleagues will add so much to the Trust – particularly with regard

to transition processes. Trustees have also formally agreed to welcome our third secondary school – The King Alfred School (TKAS) at Highbridge, Somerset. TKAS will become an academy and join TPLT on October 1st. It is also very possible that by April 2019 we will have six academies within TPLT as we continue to work closely with Pawlett Primary School. This is very much for our Trustees to decide. When TKAS formally joins we will have age phases from nursery to post 16. At that point, our turnover will be £23.5million with around 4,700 students. Staff numbers within six schools will be over 500 – clearly, we are a major local employer. This is a huge responsibility, but it will present great opportunities, not least, for the professional development of our staff. This is already evident with healthy staff numbers opting to work within TPLT academies.

We are now using our new Quality Assurance Framework across all the academies. I thank Gail, Kath and Faith for their work in developing our QA systems and processes. We have begun the 'annual reviews'. Only this month we conducted two major safeguarding reviews. Nothing is more important than keeping our children safe. Culture is also so important to the Trust. I miss the 'day to day' walking of a school and being on the gates each day. Although, I do treat myself sometimes to that privilege and will keep doing that as part of my role when I can. All leaders must be visible across our academies – in effect, keeping our children safe. We all must be consistent in what we do. I will certainly continue to run an 'open door' and 'open e-mail' policy. Please e-mail me, or come in to see me, at any time to discuss any aspect of our MAT. The central office is firmly established at PCSA but the office for TPLT Teaching School Alliance moves to WCSA. Denise Hurr is our new full time Director of TPLT TSA. I am delighted to note 28 School Direct trainees join us this coming September – this is a phenomenal achievement, which adds great capacity to our Trust. We are training the teachers of the future.

Please read this deliberately simple document. It is the 'strategic plan' for our Trust. Good plans evolve and develop; I have a long-held view that with plans 'simpler the better' is the way to go. Our new plan charts the future of the Trust for 2018-19. I hope it will engage you quickly and simply. I thank the ISOS Partnership for their great work in assisting with this year's plan. GO PLT stands for our model that I hope we all could describe (quickly) if asked. It is centred, for that reason, around the acronym - **GO PLT** with **EBS** and Culture and Marketing added on! For me our core themes are always going to be developing effective teaching and learning in our classrooms which leads to outcomes, whilst ensuring we are in a healthy financial position. Student numbers will drive our financial picture in the right direction.

Thank you to everyone for your great effort each day. Thank you on behalf of our children, parents and students. THANK YOU FOR BEING PART OF THE PRIORY LEARNING TRUST.

Neville July 2018

Purpose of this plan and how it was developed

The plan is intended to provide a simple overview of the areas of work and priorities under each strand. More detailed plans and supporting documentation sit below this plan for each Strand. The strategic plan is intended to be a living document that will allow us to review our progress over the course of the next year. It is a document which we will keep coming back to. We have developed the plan for the year 2018-19 and plan to refresh it on an annual basis.

The plan was developed following a workshop held on the 18th April 2018 with Trustees, members of the Central Team and representatives from Academies. As part of preparing for the workshop a short survey was sent to Trustees, Academy Principals and Central staff to seek their views on current strengths and areas of development for the Trust. The content of each Strand was then developed and agreed with Strand owners.

GO PLT + EBS + Marketing + Culture strands and strand owners

The plan continues to be based on the acronym **GO PLT** with **EBS** added on. We have also added two other strands this year – a discrete strand on marketing and communications and an underpinning strand about promoting a collaborative culture across the Trust. The strands are led by the following individuals:

1. Good **G**overnance by Dr. Barry Wratten
2. **O**utcomes to be great by Kath Powell
3. **P**eople Development by Denise Hurr
4. **Li**mited Growth by John Richardson
5. **T**eam Capacity by Gail Webb
6. Education Business Services by Martin Kerslake
7. Marketing and Communications by Liz Davis
8. Culture and Clarity by Neville Coles

1. Strong Governance

What would success look like in three years time?

- We will have developed a governance model that works for our current size but is flexible enough to adjust to future growth
- We will have revised the Scheme of Delegation and all parties will be clear about the accountabilities of Trustees as a result
- The dispersal of responsibilities and limits of such will be clear so Academy Councils understand Trustee and their own responsibilities
- Expectations of Trustees interactions with stakeholders across the Trust will be clear to everyone across the Trust

What are the main strands of work?	What are the key actions we need to take?	Ownership	Timing
Complete Review of Governance	• Review and learn from other Trust Governance models • Consult with key partners (exec team, principals, ACs) • Develop proposals and agree new model of Governance for Trust	Barry Wratten	Sept '18
Implement new Governance model	• Develop new scheme of delegation and Terms of Reference • Communicate changes and new model to Academy Councils • Implement new scheme of delegation and ways of working	John Richardson	Sept - Dec '18
Develop a Skills & Recruitment Plan	• Develop a 2-5 year plan that sets out likely governance needs • Develop a succession plan for both Trustees and Academy Councils • Maintain list of individuals who maybe interested in future roles	John Richardson	Sept '19
Strengthen Engagement and Communications	• Clarify role of Trustees vs role of Academy Councils in communications • Ensure stakeholders across the Trust have regular opportunities to interact with Trustees • Ensure Trustee role is clearly explained to academies joining the Trust	John Richardson	Ongoing

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2. Great Outcomes

What would success look like in three years time?

- We will be within the top 5% of MATs nationally for outcomes
- Outcomes will be improving at every key stage
- All schools within the MAT will be showing year-on-year improved outcomes for all pupils within 3 years of joining the MAT
- We will have improved outcomes for all Vulnerable Groups across the Trust – Pupil Premium/Boys/Most Able

What are the main strands of work?	What are the key actions we need to take?	Ownership	Timing
Transparent use of data	• Continue to promote transparency & interpretation of data • Termly data focused Academy meeting to review progress • Ensure senior and middle leaders are trained to use key data tools	Kath Powell Gail Webb	Ongoing
Implement QA & Improvement Cycle	• Implement new Quality Assurance Framework & Scrutiny Panels • Review Academy Improvement Plans and agree SI priorities • Grow capacity for Academies to develop and embed own Quality Assurance	Kath Powell Gail Webb	Ongoing
Build capacity for improvement	• Create Trust wide Subject, Departmental & pastoral networks • Work with TSA to grow and develop SLE model further • Build leadership capacity linked to underpin growth strategy for Trust	Kath Powell Denise Hurr	Sept '19
Promote alignment across the Trust	• Establish alignment groups for curriculum, attendance and transition • Hold termly alignment meetings to review progress across the Trust • Use Academy Council Review meetings to further promote alignment	Kath Powell Denise Hurr	Ongoing

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3. People Development

What would success look like in three years time?

- We will have 10 high quality applicants for any post we advertise across the Trust
- All staff will know about the opportunities for development and progression across the Trust (as reported in the staff survey)
- High quality professional development opportunities are widely available for all staff across the Trust
- Working in another Academy within the Trust has become an expected norm for all Staff

What are the main strands of work?	**What are the key actions we need to take?**	**Ownership**	**Timing**
Strengthen recruitment	• Continue to grow School Direct places and ensure quality experience • Analyse staff survey/exit interviews to understand staff motivations • Use this analysis to develop recruitment strategy esp. in core subjects	Denise Hurr	Ongoing
Build SI Capacity	• Agree model of SLE accreditation/deployment • Develop Subject Director model further and link to SLE strategy • Build future school improvement and leadership capacity for growth	Denise Hurr	Ongoing
Professional Development for all	• Develop and implement new model of coaching across the Trust • Develop a menu of school level and Trust wide CPD opportunities • Ensure all CPD opportunities are linked to Trust priorities	Denise Hurr	Ongoing
Talent Management Strategy	• Promote expectation of mobility across Academies for all Staff and celebrate and share success stories of staff moving across the Trust • Identify and support talent management opportunities across the Trust • Develop Apprenticeship programme including mentoring of all apprentices	Neville Coles Denise Hurr	Ongoing

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4. Limited but Ambitious Growth

What would success look like in three years time?

- We have grown from our current number of Academies to at least 9 Academies based on a Secondary-Primary Hub model
- We have set clear guidelines for further expansion based on maintaining a ratio between 'capacity givers' and 'capacity takers' and based on secure risk-benefit analysis
- We have set out a clear timetable for any future growth and considered the implications for our operating model
- We have a strong working relationship with the RSC office – we are strong enough to say No and brave enough to say Yes

What are the main strands of work?	What are the key actions we need to take?	Ownership	Timing
Deliver current plan	• Communicate plan for expected growth over the next 12 months • Develop the model of Secondary-Primary hubs • Evaluate current capacity based on existing schools and new joiners up to April 2019	John Richardson	April '19
Set questions for future growth	• Establish guidelines on SI capacity needed to support future growth • Create a consistent approach to due diligence of new opportunities • Agree approach to risk-benefit analysis to support enterprising growth	John Richardson	Ongoing
Develop plan for future growth	• Understand the capacity implications of growth for current schools • Establish a staffing plan to ensure Trust can deliver school improvement across additional schools • Analyse the executive capacity required to support future growth	John Richardson	April '19
RSC Relationship Management	• Share and involve RSC in developing the growth plan • Respond positively where possible to new opportunities, within the parameters agreed above • Actively seek new relationships and networks to support growth strategy	John Richardson Neville Coles	Ongoing

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5. Team Capacity

What would success look like in three years time?

- We have built the capacity of the Trust to deliver both our short and longer term goals
- We have built the capacity of staff at all levels of the Trust and within Academies to do more for themselves and to support others
- We have built an effective model of School Improvement Support
- We have secured additional external funding to grow and develop our capacity through the Teaching School

What are the main strands of work?	**What are the key actions we need to take?**	**Ownership**	**Timing**
Identify future capacity needs	• Identify current capacity across the Trust and ensure it is being used effectively • Undertake support staff review and implement proposals • Identify capacity needs arising from future growth strategy	Gail Webb Kath Powell	April '19
Develop effective appraisal systems	• Ensure all Departments have priorities linked to Trust strategic plan • Develop a shared model of appraisal for all Trust staff • Provide training for line managers on how to grow & coach staff and use staff survey to collect feedback on quality of line management	Gail Webb Danni Laing	Ongoing
Develop role of Teaching School	• Develop plan for TSA to fit Trust priorities and national opportunities • Agree role of TSA in relation to building SI support across Trust • Promote and enhance role of TSA to leadership teams and staff	Gail Webb Denise Hurr	April '19
Access to External Funding	• Understand and seek new opportunities available to the Trust and TSA • Consider what opportunities we want to invest in to fit with growth strategy • Develop proposals as required to bid for external funding	Gail Webb Denise Hurr	Ongoing

6. Education Business Services

What would success look like in three years time?

- We have built the capacity of the Trust to deliver both our short and longer term goals
- We have built the capacity of staff at all levels of the Trust and within Academies to do more for themselves and to support others
- We have built an effective model of School Improvement Support
- We have secured additional external funding to grow and develop our capacity through the Teaching School

What are the main strands of work?	**What are the key actions we need to take?**	**Ownership**	**Timing**
Strengthen site management	• Establish central function for Estates to ensure compliance • Develop a rolling 5-year plan for Estates across the Trust • Academies develop own site plans that feed into Trust Plan	Martin Kerslake	Sept '19
Finance and income generation	• Establish and apply clear benchmarks for reporting and create monthly management reporting cycle • Build capacity of finance teams through coaching and monitoring • Achieve efficiencies through shared procurement and maximise income and use of resources.	Martin Kerslake	Ongoing
HR	• Introduce a new pay scale for support staff across the Trust • Develop HR payroll portal to provide self service model • Develop new centralised induction processes for all staff	Martin Kerslake	April '19
IT	• Implement IT security audit to ensure the Trust is as secure as possible • Develop a Trust strategy for building 'Digital Capacity' and alignment • Create a network of IT managers and use that as a driver for improvement	Martin Kerslake	Ongoing

7. Marketing and Communications

What would success look like in three years time?

- We will build the brand of the Trust so it is recognised by parents and local communities as a guarantor of high quality education
- We will have supported any new Academies joining the Trust to effectively manage their communications
- We will have thousands more individual stories of student success
- We will have built strong relationships with journalists so they come to us first before running a story

What are the main strands of work?	What are the key actions we need to take?	Ownership	Timing
Promote good news stories	• Continue to develop student success stories and promote them • Develop Jill Dando News Centre in every Academy so students tell own stories of success • Promote and celebrate examples of success stories across Trust	Liz Davis and Marketing Team	Ongoing
Build the brand	• Promote the brand of the Trust to parents and local community • Develop our digital presence to shrink the advertising budget • Develop creative PR campaigns and projects .	Liz Davis and Marketing Team	Ongoing
Provide support to academies	• Establish short term resource to support new joiners • Establish a single point of contact in each academy to work with • Develop Trust wide calendar of key events	Liz Davis and Marketing Team	Ongoing
Strengthen internal communications	• Establish Trust wide celebration events for staff at all levels • Use Trustees to get the central message across to staff/parents/students • Ensure there are regular Trust wide communications to all staff	Liz Davis and Marketing Team	Ongoing

8. Culture and clarity

This strand of activity cuts across all of these strands and will be led and owned by the Chief Executive.   Everyone will have responsibility for promoting a positive culture of collaboration across the Trust at all levels. We identified what you needed to do more of, do differently and stop doing:

Do More

- Keep coming back to the vision at every level – inspirational/aspirational outlook
- More modelling of the culture we want to see – show we are one team
- Reward collaboration – build it in explicitly to appraisal system
- Keep Celebrating Success – Students First
- Do more Community Engagement and continue building relationships
- Keep taking pride in our sites
- Develop wider use of student voice across the Trust
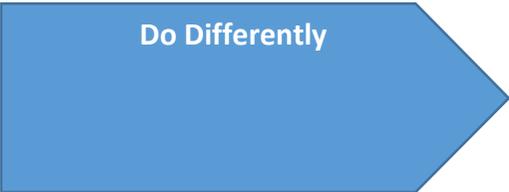
Do Differently

- Develop centralised policies but ensure Academies involved in design of them
- Ensure all staff have a 'home' but set clear expectation of mobility across Trust
- Keep pushing work-life balance for all staff
- Everyone needs to show they are prepared to change and be flexible
- Make sure communications across Trust are clear and relevant to all staff
- Less meetings and make sure the right people are in the right meetings
- Do more communication digitally
- Think harder about transition – new opportunity now have Primary as well
- Think about communications to parents – little but often should be the principle

Stop Doing

- Asking staff to complete Templates for sharing across Trust – do face to face
- Become more digital – stop using so much paper

A collaborative meeting culture

One immediate step we have taken to promote a stronger collaborative culture across the Trust is to establish the following routines for meetings for academic year 2018-19:

<u>Tuesday of Week 4</u> of each term will be TPLT Principals joint meeting – extending from 8am – 12.

This will rotate around the Academies in 2018-19.
Principals to provide a short 1 hour 'study tour' on each meeting please.
Key themes of curriculum, conduct, marking, transition and literacy

VPs to lead Academies on those mornings.

All meetings / are 'three-lined' whipped in terms of attendance.

'Monday Moment' will be with Academies each Monday at 12 noon.