

# TRUST DEVELOPMENT PLAN

Our aim is to create a strong platform which provides: recognised outstanding education for our students; financial security for all schools within the Trust and the right systems and people to deliver sustainable growth for the Trust over the next 3 years 2019-2022.

KPI	ACTIONS	SUCCESS CRITERIA
<p><b>1 Children and young people achieve the best outcomes</b></p> <p><b>1.1</b> All pupils and students achieve high levels of progress leading to increasingly high attainment and enhanced social mobility</p> <p><b>1.2</b> Exceptional education is delivered consistently across all academies</p> <p><b>1.3</b> The Academic and wider curriculum; advice and guidance at all stages of education adds considerable value to personal development</p> <p><b>1.4</b> Pupils' educational experience leads to the development of skills to become positive, successful, resilient and caring citizens</p>	<p>Heads and relevant member of SLT meet half termly data for monitoring and support with EHT. This will form the basis of EHT report to the Board.</p> <p>Each Academy has a monitoring plan available for the Board and is able to feedback progress on T &amp; L regularly to the Board. A Trust wide monitoring dashboard is created.</p> <p>Provision is made for collaboration between phases on curriculum areas Academies. Each academy's SIP has a focus upon pupil/student personal development.</p> <p>Student voice is prioritised and personal development programmes such as Pixl edge are investigated in order to provide a whole school programme of personal development. Academies focus upon at least one strand of personal development evident within their SIP. All students get an opportunity to represent their academy either at an internal event or outside in the community.</p>	<ul style="list-style-type: none"> <li>The Trust outcomes for young people in terms of the progress they are making from KS1 to 2 or KS2 to 4 are above national averages in all academies and are significantly above national averages in more than half of the academies of the Trust.</li> <li>The CEO holds the Heads of School to account and is held to account by the Board for the performance of the Trust. The CEO is accountable for standards in the academies.</li> <li>Academies ensure as broad and balanced provision as possible in times of curriculum measures and financial restraints. Outcomes are not compromised by careful planning and integration of developmental activities.</li> <li>School Councils are established in all academies and they are beginning to become linked through cross-trust activities. Eg choir, productions, charity events</li> <li>MLP students become active and well respected in the community.</li> </ul>

**2 Develop our people and recruit the best staff driven by the common moral purpose to improve society through education**

**2.1** Positive, committed and valued staff, MLP becomes a MAT of choice

**2.2** Deliver high quality, bespoke CPD to ensure exceptional leaders for all schools and embed succession planning practices

**2.3** Aim to deliver excellent performance management systems and processes

**2.4** Build a skilled, engaged and effective team for the governance of the Trust at all levels

Embedding of Well-being policy as a tool to show value of staff.  
Annual review of Well Being policy to ensure continual evolution to meet needs of worsening national situation.

Joint Teaching and learning forums cross-trust for T & L Senior Leaders headed by a deputy head, to develop bespoke programmes for the Trust using succession plans to identify excellence and areas for development.

Steps to improve clarity

Regular in-house training is provided for Governors and Trustees on Trust specific processes, structures and tools.  
A recruitment campaign for full Governance membership is pursued particularly for the Primary Board.  
Specific roles are allocated to all Governors and this is extended to Trustees.  
Regular programmes of link visits are planned by Heads.

- Staff refer to Well-being policy and see it as a positive reason for joining or continuing to work with the Trust.
- The Trust has a strong commitment to shared approaches that are improving practice. Shared CPD, driven by Senior Leaders is beginning to become a trait of the Trust.
- All Heads have succession plans in place for key roles in the academies and the Trust has a talent management programme that supports and develops talented teachers and leaders and equips them to work effectively across the Trust.
- There is a MAT board where the distinction between the role of members and directors is clear and understood by all. A skills audit enables the board to recruit skilled professionals capable of fulfilling their roles. The delegated authority is clear and both boards understand their responsibilities.

### **3 To create systems and processes to enable every school to get a good or better Ofsted rating**

**3.1** Link the trust's strategic vision and plan with each Academy Improvement Plan

**3.2** Build a systematic programme of school to school support and sharing of best practice

**3.3** A clear accountability framework for the performance of the trust's improvement strategy is developed and differentiated for phase and stage

Trust Vision and values becomes part of the Leadership days for Primary and Secondary Summer Term 2018 – EHT/CEO

An action plan is developed for the creation of hubs over a 3 year period. Key Boards are in place from September 2018

Completion of the Trust improvement strategy with addition of PDWB section. Full incorporation of Secondary Improvement non-negotiables Further development of basic programme through development of accompanying monitoring documents and Trust wide processes; dashboards and pro-formas

- Each academy has links in their improvement plan to the Trust strategic plan showing the contribution they make to the Trust and the academy priorities.
- Regular hubs of excellence, led by senior leaders are developing across key areas of the Trust. Eg SEND and literacy
- The school improvement strategy is becoming embedded and has progressed beyond the day to day core improvement needs. Systems to track data, the collection of regular KPIs and a stronger performance management system are sustaining improvement in the schools.

#### **4 Deliver robust financial security to secure viability**

##### **4.1 Skilled management of Trust risk indicators**

Risk register is presented at each Trust meeting and updated by ENT and OD/FD half-termly.

- The Trust has a risk register in place and it is used to monitor risks that the Trust has identified as possible threats to the organisation.

##### **4.2 Robust frameworks and practices at Gov/Board level to ensure prudent financial management within a climate of reduced funding**

Introduction of a central finance function and monthly management accounting. Training for Finance staff on forecasting urgent.

- Each academy has its own register which indicates the risks that are linked to their academy; as well as the ways in which board risks are mitigated.

##### **4.3 Clear QA/reporting systems in place to promote consistency across the Trust**

Central finance team and new FD to introduce cloud based reporting systems with consistent coding and practices.

- A central finance team produces monthly management accounts and has successfully achieved zero deficit accounting year for all academies.

##### **4.4 Drive and support the development of a finance aware culture at all levels of leadership**

Heads are asked to explain decisions in LM meetings with the EHT using financial implications as well as educational rationale. Monthly meetings to review budget with FD and/or EHT are implemented. All budget holders have discussions with finance team on regular basis – this is particularly to raise awareness for middle leaders at secondary level.

- CLFP training has been delivered and adopted by all heads and senior teams
- HR systems have developed to produce regular, easily accessible dashboards for Trustees and Heads.
- More qualitative information is available to heads and Trust for staff, in order to support succession planning

## 5 To promote a positive image of the Trust to parents, pupils and the wider community

**5.1** Trust-wide commitment to making a contribution to networks outside the Trust

**5.2** Continual horizon-scanning for Trust growth opportunities

**5.3** Development of Marketing plans and team

All Schools have a community element of their improvement plans, supported by marketing team.

This element is currently not a high priority whilst the Trust is recovering its financial position.

See Marketing development plan.

- The Executive team are actively developing new or sustaining existing networks in order for the Trust to play a key role in wider system leadership in the area.
- Links with the RSC and LA have developed so that conversations on growth opportunities are a regular occurrence.
- High quality platforms for marketing, both virtual and physical have been developed and the marketing team has a strategic plan to ensure further opportunities are covered.