



HEART
EDUCATION TRUST

Strategic Plan 2018-2021



Heartsease
Primary Academy



Henderson Green
Primary Academy



Lingwood
Primary Academy



Valley
Primary Academy

“The HEART Education Trust – providing opportunities children may not otherwise experience”

Forward

The HEART Education Trust was founded in April 2013. The Trust remains dedicated to providing an outstanding education for our pupils together with a breadth of experiences and opportunities that pupils may not otherwise experience. Our mission is to prepare our pupils not just for the next stage of their education but for life so that they are grounded adults, able to meet the challenges and pressures of everyday life with passion, enthusiasm, courage, positivity and resilience.

We do not believe that social background and postcode should have any bearing on a child's potential to achieve thus we work to unlock the barriers to academic, creative and social education enabling our children to hold high aspirations and know that with hard work and dedication they can realise their ambition.

Our staff are our greatest resource and as such we invest in their continued professional development to ensure that they have access to the latest educational research and technology. We encourage them to join research groups, study accredited qualifications and hold high aspirations in their careers. We develop our staff to become specialized in their field and fast track those teachers who aspire to leadership. We are involved with a number of initial teacher training institutions such as the University of East Anglia, Teach First and TES.

The strength of our Trust is the collaborative approach we take to school improvement. Our academy leaders and staff work together very closely sharing expertise, resources and ideas. We constantly strive to improve our service through improving efficiency, quality, governance and value for money.

We are The HEART Education Trust – we believe that education opens doors and no child or adult should be prevented from walking through such doors by a poor diet of teaching, curriculum and experience. At The HEART Education Trust you will meet dedicated, committed staff who work tirelessly to achieve the Trust vision.

Christina Kenna
Chief Executive Officer



Vision & Values

Mission

The HEART Education Trust exists to improve the life chances of children and young people through excellence in education and providing opportunities children may not otherwise experience. The purpose of the Trust is to support its academies by building upon their strengths and sharing expertise so that they can work collaboratively to achieve rapid educational transformation. We encourage pupils within our family of academies to challenge self and externally imposed restrictions, hold high aspirations for their futures and develop a thirst for learning and a zest for life. We prepare our children, not just for the next phase of their education, but for the rest of their lives.

Vision

'High Educational Aspiration Realises Talent'

By the time a pupil completes their education with The HEART Education Trust our aim is that they will have confidence in their ability, hold high expectations for their future and know that through hard work, dedication and perseverance they are capable of achieving anything they aspire to. Each pupil will have developed a *tool kit* for life-long learning, a bank of knowledge and a range of skills which contributes to their sense of their own uniqueness.

The *toolkit* will be delivered through a well-planned and progressive curriculum combined with a broad diet of experiences to ensure that they are not only prepared to make the most of their next stage of education but are well prepared to make the most of future opportunities as citizens within an ever changing world.

The HEART Education Trust achieve this by supporting our academies to strive for consistently high standards of teaching and learning, through working collaboratively and through a highly structured programme of continuous professional development. We support our academies by building upon their strengths so that *together* they achieve rapid educational transformation.

We strive for each of our Academies to become a centre of excellence and believe that they can achieve this through collaboration in closely linked small groups within the Trust's structure to share ideas and expertise, resources and talents. We believe that it is essential these small hubs are led and mentored by successful professional leaders in education who are grounded in the day-to-day reality of effective school improvement. These Leaders constitute part of the Trust's executive function that exists to regulate the performance of our Academies and our standards of teaching and curriculum.

We will achieve our vision through adherence to and the practical implementation of our Key Values – **Passion, Urgency, Positive attitude, Aspiration, Commitment, Innovation and Development**

Key Values

Passion

Working in education, we have the ability to profoundly change children's lives. With such high stakes, our Academies must always be prepared to provide our pupils with the same standards that each member of staff would want for their own children.

Urgency

The time children spend in education is finite. We have a responsibility to ensure that every moment a child spends in one of our Academies is spent productively. Once wasted, a pupil's time is irretrievable.

Positive Attitude

Every member of staff in our Academies has a personal responsibility to be positive and supportive of each other. This leads to high expectation and a culture where excuses are not tolerated. Everyone is accountable. Everyone must take responsibility. From the earliest age pupils at The HEART Education Trust are taught that they have choices and that with choices comes responsibility. Pupils are taught to react positively and enthusiastically to challenge and responsibility

Aspiration

As conveyed by the Trust's motto, "High Educational Aspiration Realises Talent", every person within our Academies, whether staff or pupil, should consistently aim for excellence in their individual roles. We encourage adults and pupils to challenge self and externally imposed restrictions and to hold ambitious and high aspirations.

Commitment

The HEART Education Trust holds its staff in high regard. We invest heavily in staff training, professional development and staff well-being. We expect staff to be prepared to go the extra mile to provide the best possible education for our pupils and in return we are committed to go the extra mile for our employees.

Innovation and Development

We believe that children's learning will be enhanced when leaders and staff evaluate their own performance and are committed to the professional development of themselves and others. This will include Academies keeping abreast of educational research into effective teaching and learning, and continually improving the educational experience of their pupils. The Trust takes an action research approach to innovation and is committed to ensuring our academies are equipped with up to date technology.

Context

The **HEART Education Trust** was established as a Multi-Academy Trust on 1st April 2013 with Heartsease Primary Academy as the founder and converter academy. We purposely chose to run for the first six months with just one academy to enable us to begin establishing systems, policies and procedures. Very quickly in October 2015, April 2016 and June 2016 we sponsored 3 further academies who had historically faced challenging circumstances.

We set about building a system of collaboration to add capacity to leadership and establish joint best practice in leadership, behaviour, safeguarding, teaching and learning. This has very quickly led not only to vast improvements in the individual academies, but also to a well-established and sustainable leadership and teaching team.

Behaviour in each of our academies is exemplary and children love coming to school. We work with a wide variety of external partners including the Norwich Research school, Community Matters, Respectrum and Challenging Learning. We ensure that our pupils are grounded in the basics of reading, writing and maths and provide an exciting and varied foundation curriculum. All of this is supplemented with lessons supported by specialists in drama, karate, music tuition, Skills Force and Bushcraft and Forest Schools. This allows us to be a truly inclusive trust so that all of our pupils have equality of opportunity and the resources to thrive.

Our growth plan was designed to allow the Trust to completely focus on ensuring that the four academies we currently have offer the best possible education to the communities that they serve. Working hard to ensure that they achieve the best possible Ofsted judgements, greatly improved results and a wide and exciting curriculum to ensure that our pupils are given experiences and opportunities they may not otherwise have.

Our Trust is now in a strong place to consider the next stage of our growth strategy. We are committed to ensuring that young people, especially those in areas of disadvantage, are able to access the best possible education. We believe that young people benefit most when schools work together sharing resources and expertise to build excellence in teaching and learning.

We are in a stable financial position and our budget forecasts predict we will remain so. Our governance structure is strong and has been externally recognised by reviewers such as Ofsted and Pupil Premium reports. Alongside our Strategic Board of Trustees is an Executive Board, and two Heads of Quality Assurance. This provides very good capacity to offer school improvement expertise to other schools without this detracting from the four academies we currently have. For several years, we have been growing our own leaders offering them experience, opportunities to shadow and the chance to participate in nationally recognised qualifications. The Trust has centralised many services and has built systems and processes that will allow any school to join us in the future to slot in seamlessly. We welcome enquiries from schools in challenging circumstances or in need of additional leadership as well as good and outstanding schools that will add to our future vision of being a leading provider in the education landscape for both education of pupils and CPD of our most valuable resource – our staff. In addition, we would be delighted to offer capacity and school improvement work to schools who are currently wanting the benefit of working collaboratively on school improvement but not yet wanting to be part of a Trust.

Our academies



Heartsease Primary Academy is the founder academy for the MAT and is our largest academy. It is a primary school with a nursery and caters for pupils aged 2 -11. The academy is based in Norwich and has a Specialist Resource Base attached for pupils with Speech and Language. The SRB takes 10 pupils from schools in and around Norwich who have been approved by an external panel. The academy benefits from extensive grounds and a swimming pool. Following the reorganization of two infant schools and a middle school into one all through primary school, Heartsease Middle and Heartsease First schools were demolished to make way for the impressive building housing Heartsease Primary Academy. This modern, extensive and well maintained building was constructed in 2007 under a PFI initiative and occupies large grounds and woodland. The academy also benefits from its own swimming pool which serves the academy, local schools and community swimming groups. The academy takes pupils from age 2 -11. The under 5s in the private day nursery are offered a broad and balanced curriculum, designed to build all the early skills necessary to ensure that they are ready for school when they go into Reception class. The academy was judged by Ofsted to be Outstanding in April 2016.



Lingwood Primary Academy was sponsored by our Trust and converted in October 2015. It is a primary school with a nursery - Bishy Barney Bees - and caters for pupils aged 3-11. The academy is currently looking into the feasibility of extending its provision to 2 year olds. It is a small rural school of around 200 pupils. The school building is an impressive and modern area which was built in August 2014. It provides nine teaching bases, a large hall, cookery area, sound proof music room, a beautiful library and a purpose built nursery. The school also benefits from an abundance of outdoor space. There is a pond at the front of the school and access to a woodland area. The school also benefits from a purpose built unit with its own toilets, office space and kitchen. Lingwood Primary Academy was judged by Ofsted to be Good in all areas in July 2018.



Henderson Green Primary Academy was sponsored by our Trust and converted in April 2016. It is a Norwich based primary academy and caters for pupils aged 5-11. Currently the academy is conducting a feasibility study into extending its provision with a nursery catering for 2-5 year olds. Henderson Green is a smaller than average school but numbers are rapidly growing. Building work to extend and improve the schools facilities was completed in summer 2016 and it has benefited from further work funded by the Trust and a CIF bid including a new canopy and new clear glass in the lantern roof. There are plans underway to improve the outdoor area for Reception class and provide improved play facilities for the older children. The school has extensive outdoor grounds.

This academy also benefits from a dedicated parent room and a Parent Support Adviser. It was judged by Ofsted to be Good in all areas in November 2018 – the first time in 14 years.



Valley Primary Academy was sponsored by our Trust and converted to academy status in June 2016. It is a Norwich based primary academy, just a short walk from Henderson Green. The academy caters for pupils aged 5-11. There is a separate Nursery provision within the grounds– Little Sparks – that leases a building from Valley but is not under the Trust’s management. However, the school and the nursery work closely together sharing ideas and CPD to ensure the best possible start to the children in the community. Valley enjoys extensive grounds and has recently won a bid via the Norwich Opportunity Area to set up a mini-farm at the school. This is an exciting addition to the school and is already leading to good punctuality and ever improving attendance. Recently the school has benefitted from Trust funding and a CIF bid to replace windows and doors at the school. This is an attractive and bright building. The Reception has seen improvements to its outdoor area including a new sandpit and slide. Recently the academy has modernized its library area with murals, shelving and investment into a large collection of exciting books. Valley Primary was inspected during KS2 SATs week and was judged Requires Improvement. (June 2019. However since conversion, children at this school are making very good progress and have enjoyed working in partnership with the Young Journalist Academy – see the website for published work! Leadership and Management and Behaviour were judged as Good.

Ofsted Grades for our academies since joining our Trust

Heartsease Primary Academy	Outstanding	April 2016
Lingwood Primary Academy	Good	July 2018
Henderson Green Primary Academy	Good	November 2018
Valley Primary Academy	RI (L&M & B = Good)	June 2019

The HEART Education Trust Centralised Service System

- Finance
- HR
- Payroll
- Legal
- Compliance
- SEN
- Premises
- ICT
- Attendance

- **School Improvement**
- **Headteacher Performance Management**
- **Mental Health Training**

Strategic Ambitions

- By 2020 all our academies will be judged good or outstanding by Ofsted
- To develop an outstanding early years provision across the Trust
- To further develop and implement a Trust wide curriculum strategy and centralised CPD programme in order to advance teaching and learning across the Trust
- To continue to improve Key Stage 2 progress and attainment, Year 1 phonics, GLD and KS1 across all of the Trust academies over the next year
- To reduce the gap between disadvantaged and non-disadvantaged pupils
- Ensure that SEND pupils make good progress from their starting points and that needs are identified early and appropriate provision and intervention are in place
- To improve parental engagement across the Trust
- Establish the Trust as a TES hub for initial teacher training
- To continue to have effective financial management

Key Objectives

All academies secure good or better outcomes for pupils

Pupil Outcomes

- Rapidly improve standards in reading, writing and maths so that all pupils achieve well in line with Trust and national expectations
- Improve quality of teaching, learning and assessment so that planning impacts on outcomes
- To ensure that groups at risk of underachieving make good or better progress (DA, GDS, SEN, EAL)
- To ensure that wider outcomes are clearly measured, communicated to and understood by a wide audience
- Pupils leave EYFS having made good or better progress from their starting points and well equipped to transition to the next stage of their learning and access the curriculum

To establish a self-sustaining system led, collaborative approach to improvement

Academy Improvement

- To continue to secure an accurate and robust self-evaluation process and programme of external review
- To ensure each academy has a robust improvement plan in place
- To develop academy collaboration through the Heads of Quality Assurance

- Continue To build links with external providers such as Research Schools, Teaching Schools and other MATs
- To ensure that academies continue to improve in terms of Ofsted ratings

Ensure that leadership is robust at all levels (especially Trust Board, Executive Board and Head teacher level) and that a self-sustaining model is established.

Leadership

- Continue to develop a fully functioning high level Trust Board that represents the full range of skills required
- To embed high quality governance focused on improving outcomes for pupils
- To empower heads of academies and their teams to lead the improvement journey within and beyond their academies identifying and growing talent
- Strong regular communication to all stakeholders about the Trust's progress towards its vision

To ensure good staff and student well-being, ensure strong staff recruitment and retention together with pupil attendance and engagement and strong parental engagement

Staff and Pupils

- Continue to improve attendance and reduce persistent absence
- To secure retention of good staff and recruitment of high quality staff
Improve pupil well-being and equal opportunities
- Continue to deliver high quality SMSC and PSHE enabling our pupils to build resilience, relate to others from a range of backgrounds and cultures, keep themselves healthy and safe and contribute fully as they can to
- Implement a Trust wide approach to deliver the DFE guidance on Mental Health and to ensure that we meet our statutory duty to promote the welfare of pupils and staff

To further strengthen the Trust and ensure future sustainability, efficiency and growth

Business & Growth

- To develop the structure of the organization
- To deliver high quality services and support to academies
- To deliver a strong and robust financial plan
- To maintain measured and systematic growth (including incorporating new academies)
- Relaunch a PR and Marketing Strategy
- To comply with Dfe drive to be free of all single use plastics by 2022
- To ensure that there is a Trust and Academy Business Continuity Plan in place

To ensure sufficient and appropriate resources are available to support academy improvement

Resources

- To ensure all buildings remain fit for purpose, safe and well maintained
- To ensure that IT infrastructure are fit for purpose, secure and accessible
- Financial management systems and controls are strong and robust
- HR systems and process are safe, transparent, supportive and efficient
- H & S systems and processes ensure the safety and well-being of pupils, staff and visitors

Monitoring and Accountability

The strategic plan will be monitored at all levels of governance and leadership. The following demonstrates how the strategic aims are translated into success criteria. This document should be read and monitored in conjunction with the Trust Improvement Strategy.

Outcomes: Current position

Teaching and Learning is good or better across all four academies as a result of head teachers utilizing the benefit of sharing good practice and capitalizing on opportunities for teachers to learn from one another. Collaborative working, sharing of best practice, robust Performance Management and high quality continuous professional development allows us to develop a highly skilled and dedicated teaching workforce. However, progress and outcomes are not yet consistently good enough across all of the academies within the Trust.

Aligned systems and policies are in place for behavior, pastoral support, and attendance which has ensured calm and purposeful learning environments where children not only enjoy coming to school and feel confident to contribute but also a place where teachers can teach and pupils learn.

The Trust is taking a trust-wide approach to curriculum development and this is establishing across all four academies. A research group has been set up and is working closely with The Norwich Research School. The curriculum focusses on the basics of reading, writing and maths, together with the National Curriculum. In addition we aim to provide children with additional experiences such as karate, drama, music, bush-craft, and outdoor skills which they may otherwise not have experience of.

There is a standardized approach across all our academies for assessment, gathering data, interrogating data and testing children. This ensures that each academy is using the same measures. Clear data analysis is shared with school leaders, staff, Executive Board and the Strategic Board which allows the both the Executive Board and the Strategic Board of Trustees to support and challenge academies and understand whether the academy provides good or better provision for the pupils and therefore value for money.

A collaborative approach to ensuring that pupil premium grant is appropriately directed has led to better outcomes for this group of pupils but there is still more to be done. Our Heads of Quality Assurance ensure that this is high on head teacher agendas and we meet termly with the head teachers to evaluate our Pupil Premium Strategy.

The Trust has established that the main reason children are below average on entry across all four schools is a weakness in language and communication skills and a deficit vocabulary. We work closely with Communicating Matters to train staff in addressing these needs with programmes such as Early Talk Boost and a focus on developing vocabulary. At Heartsease we offer nursery provision through Bishy Barney Bees starting at age 2. Lingwood also provide a Bishy nursery from age 3.

Outcome 1 Pupil Outcomes: – All academies secure good or better outcomes for pupils	<p>A Rapidly improve standards in reading, writing and maths so that all pupils achieve well in line with the Trust expectations</p> <p>B Improve quality of teaching, learning and assessment so that planning impacts on outcomes</p> <p>C To ensure that groups at risk of underachieving make good or better progress (DA, GDS, SEN, EAL)</p> <p>D To ensure that wider outcomes are clearly measured, communicated to and understood by a wide audience</p> <p>E Pupils leave EYFS having made good or better progress from their starting points and well equipped to transition to the next stage of their learning and access the curriculum</p> <p>F All EYFS provision across the Trust is judged outstanding by September 2021</p>
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Success Criteria	
SC1	Outcomes in pupil progress and attainment are in line with national in reading, writing, maths, phonics and GLD by 2019 (<i>National Test results and internal data</i>)
SC2	Pupils in year groups not measured by national testing demonstrate good progress from their starting points as demonstrated against academy targets (<i>Fischer Family Trust and OTrack data</i>)
SC3	All teaching is consistently good or better across all academies and key stages (<i>Ofsted Reports, Headteacher Reports, HoQA reports</i>)
SC4	Disadvantaged children make progress in line with their peers who are not disadvantaged and with their peers nationally. SEN and EAL pupils make good progress from their starting points and in line with their peers nationally. High Prior Attaining pupils make progress at least as good as their peers nationally (<i>National & Internal Data IDSR/ASP</i>)
SC5	All academies are judged good or outstanding by Ofsted (<i>Ofsted Reports</i>)
SC6	By September 2019 the curriculum will be fully developed across all subjects and assessment of non- core subjects will be as robust as for core subjects thus allowing academies to demonstrate progress against foundation subjects (<i>Knowledge organisers, work in books, HoQA reports</i>)
SC7	Training will be provided to Trustees in IDSR, ASP and assessment. Data will be presented in such a way that Trustees can clearly understand strengths and weaknesses and areas needed for development. Challenge from Trustees is robust (<i>Minutes of SBT Meetings. Executive Reports</i>)

SC8	EYFS provision is judged outstanding by external agencies. Pupils make good or better progress from their starting points and are well equipped to begin the next stage of their education. <i>(GDS results/HoQA reports)</i>
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Academy Improvement – Current Position

All staff and trustees understand the vision and core purpose of the Trust. Each academy is led by a strong senior leadership team who provide challenge and support for each other in order that improvement is central to the work of the Trust.

There is a Self-Evaluation document and an academy improvement plan in place at each academy and headteachers report to the Board of Trustees 6 times per year.

Heartsease Primary Academy is currently graded outstanding by Ofsted. In 2017-18 the academy suffered some turbulence due to difficulties in recruiting a solid leadership team which in turn led to high staff turnover and impacted on pupil outcomes. Keen to ensure that there was no loss of drive to school improvement, the Trust made some significant leadership changes in January 2019, and the very positive impact of this can already be seen. Consequently, Heartsease is once again staffed by a dedicated leadership and teaching team and is back on track to providing an outstanding education for its pupils.

Lingwood Primary Academy had its first Section 8 Inspection last summer and was graded good in all areas.

Henderson Green had its first Section 8 Inspection in November 2018 and was graded good in all areas.

Valley is due its first section 8. Internal monitoring has shown that the academy is well on its way to a good grading.

There is a well-established cycle of monitoring and review by the Executive Leadership Team (The CEO and the COO). This process has been sharpened considerably since September 2018 with the addition of two senior posts – the Head of Quality Assurance (Performance & Standards) and Head of Quality Assurance (Inclusion & Early Years), Finance Manager and Head of ICT.

The Trust works closely with the Norwich Research School and this is supporting our development of Trust curriculum. The Trust is aligning this closely with the latest research and the suggestions in the new Ofsted Framework 2019. More recently, we have begun to build a relationship with City College, Norwich. Participants on their building apprenticeship are looking to carry out work at one of our academies and to welcome some of our pupils at the college to develop aspiration and educate pupils about the world of work.

Outcome 2 – Academy Improvement: To establish a self-sustaining system led, collaborative approach to improvement	<p>A To continue to secure an accurate and robust self-evaluation process and programme of internal review (external review as necessary)</p> <p>B To develop academy collaboration through the Heads of Quality Assurance</p> <p>C Continue To build links with external providers such as Research Schools, Teaching Schools and other MATs</p>
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	D To ensure that academies continue to improve in terms of Ofsted ratings
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Success Criteria	
SC1	All academies are monitored by the HoQA and the Executive Board bringing rapid and measurable improvement. Academy self-evaluation and areas identified for improvement match with the reviews of HoQA and Executive Board (<i>Academy SEF & SIDP, Reports from HoQA and Execs</i>)
SC2	Academy Improvement plans align closely with the Trust Strategic Plan and academy priorities are appropriate to the specific needs of each academy (<i>Academy SIDP and Trust SIDP meet Key Performance Indicators</i>)
SC3	Headteachers work closely on common issues using time and expertise efficiently and effectively. Joint practice leads to rapid improvements in teaching and learning (<i>Performance Data/HoQA reports/HT reports</i>)
SC4	Progress against key priorities is made within the academies and the Trust (<i>Executive Reports, Minutes to SBT</i>)
SC5	Strong partnerships with external bodies leads to improvements in teaching and learning and staff meet career based objectives (<i>Number of staff achieving national accredited qualifications, internal promotions, staff retention, quality of Teaching and Learning reports, Data reports</i>)

Leadership – Current Position

The Trustees have conducted a skills audit and have assessed the strength of the Board against the NGA audit tool. The Board has been recognized as integral to good leadership in all three recent inspections and an external Pupil Premium Review at Valley recognizes that the Trustees ensure that pupil premium funding is appropriately used to improve standards for this group.

The Board has engaged a professional clerk and the Chair of Trustees has vast experience as both a CEO and a Chair of Directors in the corporate sector. The level of reporting presented to Trustees is comprehensive and allows the trustees to fully understand the position of the academies and the Trust. There are recent Trustee vacancies (2) and the Trust has embarked on a recruitment campaign including Academy Ambassadors. However, there is still much strength and commitment with the remaining Trustees.

The Executive Board (CEO and COO) is a skilled and experienced leadership team who are impacting positively on academy improvement. Our Heads of Quality Assurance are supporting Academy Headteachers with school improvement and ensuring that the Trust Policies and procedures are applied consistently. There has been an extensive programme of accredited leadership training.

Outcome 3 Leadership: - Ensure that leadership is robust at all levels (especially Trust Board, Executive Board and Head teacher level) and that a self-sustaining model is established.	<p>A Continue to develop a fully functioning high level Trust Board that represents the full range of skills required</p> <p>B To embed high quality governance focused on improving outcomes for pupils</p> <p>C To empower heads of academies and their teams to lead the improvement journey within</p>
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	and beyond their academies identifying and growing talent D Strong regular communication to all stakeholders about the Trust's progress towards its vision
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Success Criteria	
SC1	There is a full complement of Trustees that meet all aspects of the skills audit. There are clear role descriptions for the Chair and any trustee linked to a key area of responsibility. <i>(The skills audit shows no gaps. Recruitment of Trustees is complete and there are no vacant positions)</i>
SC2	The Scheme of Delegation and committees terms of reference provide clarity of responsibility and is well understood and implemented. <i>(Scheme of Delegation, Minutes of meetings)</i>
SC3	Leadership at all levels is judged to be good or better <i>(Ofsted, Dfe audits, internal reports)</i>
SC4	Accountability Bodies demonstrate clearly through their minutes and monitoring role that they provide appropriate challenge and are clearly focused on raising standards <i>(Minutes from committees and SBT, minutes and reports from Executive Board and HoQA, Heads reports)</i>
SC5	Leadership at senior and middle level and identified potential leaders are demonstrating strong progress in each academy <i>(HoQA reports, HT reports, Performance Management, Number of staff gaining accredited qualifications, Ofsted recognizes leadership to be good or better at each academy, headline data, headteachers identify future leaders and give opportunities to develop)</i>
SC6	Information about the Trust vision and strategic plan is shared with stakeholders through website, newsletters and stakeholder forums <i>(social media, newsletters, websites, minutes of CCC's, parental surveys)</i>

Staff and Pupils – Current Position

Each academy has a Pastoral Manager and a range of teaching assistants trained in therapeutic skills such as Positive Play, Lego Therapy and social communication groups. All of our academies have received Thrive training and there is a Thrive practitioner in each academy. Ofsted reports demonstrate that pupils are well cared for and feel safe in each of our academies. The Trust is committed to ensuring that it not only fulfils its statutory duties to address mental health and well-being of all its staff and students but that there is a Trust wide strategy with trained mental health champions.

As part of our Mental Health Strategy, a training programme is taking place over this academic year. In the Autumn Term teaching assistants attended two day Level 2 Developing Therapeutic Skills training workshops. The final one of these is taking place in the Spring Term, by this point all teaching assistants will have completed the training. The feedback from staff has been extremely positive with many saying that it is the best training they have ever been on and that they have a much better understanding of pupils' needs, behaviours and mental health. Further training is

planned for the Spring and Summer term in Level 2 Developing Therapeutic Skills, Level 3 Applied Therapeutic Skills and Complex and Developmental Trauma.

The appointment of Trust Attendance Officer has ensured that there is a consistent, transparent and fair approach taken to ensuring good attendance at each of our academies. Attendance is broadly at the national average and cases of persistent absence are on the decrease. Although the Trust has carried out a lot of work with parents, through the Attendance Officer and Pastoral team, holidays in term time across all of our academies remains an issue. This is due to the fact that we have high numbers of pupils in receipt of Pupil Premium and the cost of holidays outside of term time remains prohibitive to many of our families.

The Trust recognizes that staff are amongst its most valuable resource. As part of our retention programme and through our Mental Health Policy, we are committed to reducing staff workload and ensuring that staff receive excellent professional development. Our performance management programme ensures that staff are given opportunities to pursue their own professional development as well as that driven by the academy improvement strategies. The Executive Leadership team regularly communicate to academy leaders that they must not direct staff to carry out tasks or aspects of work that either unnecessarily increase teacher workload or do not impact directly onto the outcomes or well-being of our pupils. We work closely with all of the unions through our Joint Consultative Committee to ensure that we become a centre of excellence of both pupil and staff well-being.

The Trust invests heavily in continued professional development for staff and is keen to identify talent early. As a result many of our heads and deputies have been through accredited programmes such as NPQEL, NPQH, NPQSL and NPQML. We are working closely with an external company to develop a programme of leadership training and coaching.

<p>Outcome 4: Staff and Pupils - To ensure good staff and student well-being, ensure strong staff recruitment and retention together with pupil attendance and engagement and strong parental engagement</p>	<p>A Continue to improve attendance and reduce persistent absence B To secure retention of good staff and recruitment of high quality staff C Improve pupil well-being and equal opportunities D Continue to deliver high quality SMSC and PSHE enabling our pupils to build resilience, relate to others from a range of backgrounds and cultures, keep themselves healthy and safe and contribute fully as they can to E Implement a Trust wide approach to deliver the DFE guidance on Mental Health and to ensure that we meet our statutory duty to promote the welfare of pupils and staff</p>
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Success Criteria	
<p>SC1</p>	<p>Pupil attendance is in line or above the national average in all settings. Persistent absence is at or below national average (<i>IDSRS/Scholarpack</i>)</p>
<p>SC2</p>	<p>There is a sustainable programme to recruit high quality staff at all levels in place (<i>Recruitment pack</i>)</p>

SC3	The Trust attracts a strong field of candidates for vacant posts and staff turnover is not above average (<i>Application data</i>)
SC4	Staff have a clear understanding of roles and responsibilities and reporting arrangements (<i>Roles and Responsibilities</i>)
SC5	Well-Being Survey data demonstrates a positive picture across the Trust. Increasing numbers participate. Areas are acted upon and improvements made. Workload is less identified as an issue (<i>School data/response</i>)
SC6	SMSC curriculum is judged as good or better in both internal/external inspections (<i>Internal/External Reports</i>)
SC7	There is a Trust wide strategy to address mental health, health and safety and well-being of its staff and students. This is implemented and quality assured at each academy (<i>Policy/Action Plan/HoQA reports</i>)
SC8	Staff attendance levels are in line with the attendance levels expected for pupils nationally (96%). The Sickness Management Policy is applied robustly, risk assessments are carried out and adjustments are made where possible to help staff with long term health issues return to work (<i>Data from Scholarpack</i>)
SC9	Academy Headteachers and HoQAs are trained in Managing Sickness Policy and procedures (<i>Minutes from meetings/CPD records</i>)

Business and Growth – Current Position

The Trust grew from one academy to four very rapidly (within the space of 1 year). Due to the Trust commitment to support those pupils who would otherwise be at a disadvantage and to work with schools in very challenging circumstances the Trustees took the view that it would be best to work with the four academies we have and ensure that they all become good or outstanding and deliver high standards of teaching and learning.

We are now in a position where we can look toward future growth. We have increased our capacity, having built a sustainable leadership team and we work closely with other providers to support Initial Teacher Training. Three out of our four academies are judged good or better and leadership, behavior, teaching and learning is strong across the Trust.

We are in a healthy financial position due to the fact that we have been able to secure economies of scale and cost savings. We have strong centralized systems in place and the centralized teams work closely with external partners and advisors to develop services providing an excellent level of support to our academies. Our structures and systems have been designed to accommodate future growth.

We have had recent successful bids for around half a million pounds to improve windows and fire doors and the roof at two of our academies. We have also worked successfully with the Norwich Opportunity Area to secure funding for Read, Write Inc. at two academies, funding for curriculum clubs outside of school hours and funding to work with the Norwich Research School. One of our academies has successfully secured a grant from the NOA to set up a mini farm to encourage attendance, punctuality and responsibility for pupils in our vulnerable groups.

Recently we have become a hub for TES Initial Teacher Training.

Future growth would increase capacity, improve further economies of scale and support our recruitment and retention plan by providing greater opportunities for promotion and collaborative working across the Trust. The greatest benefit of course would be for the young people who attend our Trust academies. Collaboration and sharing of expertise ensures that our pupils receive the best possible curriculum opportunities, up to date teaching methods based on the best research and benefit from cost savings through economies of scale that can be redirected back to teaching and learning. In addition, our commitment to reducing teacher workload and a research driven Continuous Professional Development Plan working with proven partners, means our pupils benefit from passionate, well trained and enthusiastic teachers who go the extra mile to deliver an exceptional education.

<p>Outcome 5: Business and Growth - To further strengthen the Trust and ensure future sustainability, efficiency and growth (including incorporating new academies)</p>	<p>A To strengthen the structure of the organization B To deliver high quality services and support to academies C To deliver a strong and robust financial plan D To maintain measured and systematic growth E Relaunch our PR and Marketing Strategy F To comply with DfE drive to be free of all single use plastics by 2022 G To ensure that there is a Trust and Academy Business Continuity Plan in place</p>
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Success Criteria	
SC1	The corporate service functions and staffing structure are clearly developed to manage school improvement, finance and HR efficiently and effectively (<i>Minutes, Executive Reports</i>)
SC2	Academies express high levels of satisfaction with Trust support/centralized services (<i>Minutes</i>)
SC3	Financial forecasts demonstrate stability and sustainability for all academies and across the Trust as a whole. Financial planning facilitates effective decision making (<i>Finance Manager Reports</i>)
SC4	The Trust effectively manages growing pupil numbers in each academy
SC5	The Trust has a growth plan in place
SC6	The Trust is positively reflected in the media, builds positive relationships with RSC, DfE, LA and external agencies and is considered by schools looking to join a Trust
SC7	The Trust has a plan in place to be free of all single use plastics by 2022 (<i>Development Plan, Minutes, Executive Reports</i>)
SC8	A comprehensive Business Continuity Plan is in place for the Trust and all its academies (<i>copy of plans</i>)
SC9	Benchmarking of service standards against other providers (<i>Benchmark reports, Finance Reports</i>)
	Clear financial plans in place – risks and opportunities identified
	At least one new academy in the Trust by 2021

Resources – Current Position

There has been investment in key staffing recently which is beginning to show impact. We have good leadership capacity – our academies are well led and there is a programme to build capacity amongst middle leaders.

There has been substantial investment in ICT ensuring all classes across the Trust have a new Smartboard and all staff laptops have been upgraded.

This year we have switched to different external providers for HR, payroll and compliance (EPM), Health and Safety (Citation), GDPR (GDPR Sentry), SEN & Legal (Browne Jacobson), Audit (M & A Partners) as part of our commitment to securing good value for money. This is part of a regular review of services which the Trust undertakes to ensure that we receive the best possible advice and support at the most cost effective price. Our processes are robust and streamlined. Heads of Department meet regularly with the Executive Board so that any concerns are flagged up early and the Executive Board have good insight into all the above areas.

Resources need to be tightly managed to ensure that resources are not wasted, therefore we achieve value for money so that as funding reduces and costs increase budget pressures are well managed. The Trust has reserves which it keeps for identified projects.

<p>Outcome 6 Resources: To ensure sufficient and appropriate resources are available to support academy improvement</p>	<p>A To ensure all buildings remain fit for purpose, safe and well maintained B To ensure that IT infrastructure are fit for purpose, secure and accessible C Financial management systems and controls are strong and robust D HR systems and process are safe, transparent, supportive and efficient E H & S systems and processes ensure the safety and well-being of pupils, staff and visitors</p>
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Success Criteria	
<p>SC1</p>	<p>All academies are kept under a programme of inspection by the Premises Department and there is a full inspection of each building termly to ensure they are safe and well maintained. Facilities and health and safety are assessed as good and any recommendations are promptly acted upon <i>(Termly reports)</i></p>
<p>SC2</p>	<p>All Trust offices and academies remain compliant in all aspects of H & S <i>(Compliance Reports)</i></p>
<p>SC3</p>	<p>Headteachers report, investigate and review all accidents, incidents, injuries and near misses and adapt practice in light of the reports. All reports are sent to the Trust Operation Manager who ensures a thorough investigation has been carried out by the school and acted upon. All incidents/accidents/near misses are reported to the SBT <i>(Executive Reports, headteacher reports, Incident/Accident report forms)</i></p>

SC4	All headteachers have H & S, Safer Recruitment, GDPR and Safeguarding training and ensure that their staff complete the Trust on-line training <i>(CPD Records)</i>
SC5	Academy headteachers address any weakness in resource provision identified in internal/external reports <i>(Reports & Budget spends)</i>
SC6	Effective recruitment systems, processes and procedures ensure safe recruitment of Trust staff <i>(Personnel Records)</i>
SC7	Implementation of all policies is monitored regularly in each academy to ensure compliance <i>(HoQA reports)</i>
SC8	ICT infrastructure is such that improvement and progress at academies and the Trust are not impeded. IT security is in line with latest standards and guidance <i>(IT development plan)</i>
SC9	Academy and Trust specific IT needs are incorporated in IT strategic improvement plan
SC10	All academy improvement plans include and address e-safety <i>(CPD records)</i>
SC11	Financial Management Framework of systems and controls is efficient, effective and compliant