



## **PURPOSE, VISION, MISSION AND STRATEGY**

### **OUR PURPOSE**

**To be a force for educational change so that children, staff and our wider communities can learn and live better, thriving now and for the future.**

### **OUR VISION**

**We will nurture curiosity, ambition, resilience and courage; support a deep-rooted compassion for others and our world to enable choices and opportunities for a happy and successful life.**

### **OUR MISSION**

- 1. Deliver ambitious and high quality education for every child and young person through collaboration and opportunity across our schools and communities**
- 2. Commit to long-term relationships with other educators and wider society to bring depth and breadth to the education offer for pupils and students, and for enhanced staff development**
- 3. Secure maximum value and impact from our resources working together and make a greater contribution for the good of all our young people, our economy and our communities.**

### **STRATEGY**

The Trust's strategy sets out the future aims and objectives, in order to secure the vision. It details how the aims and objectives are to be achieved, matching this to available resources. The Strategy is 'big picture' and covers a 5 year window.

In order to meet the vision and fulfil the Trust's purpose, we need to grow. This brings additional resource – whether the expertise of staff in new schools or that additional funding arising from additional pupils. Additional resource allows the Trust to further invest in its schools and staff to enhance the quality of education for its children and young people.

The strategy is for the period 2023 to 2028. In the school year 27/28 a strategic review will be undertaken to assess how well the strategy is delivering against the vision.

## EXECUTIVE SUMMARY

### HIGH QUALITY INCLUSIVE EDUCATION AND THE PUPIL AND STUDENT EXPERIENCE

Pupils with SEND achieve outcomes demonstrating high levels of progress from their starting points and high satisfaction with their experience at our schools, preparing them well for their next steps

Outcomes (tests, teacher assessments, exams, destinations and attendance) at key points in statutory education are benchmarked in the top 20% nationally, and against those for similar pupils; disadvantaged pupils attain as well as their non-disadvantaged peers nationally

Opportunities through systematic collaboration and sharing to improve staff pedagogical skills, subject knowledge and pastoral understanding directly benefits pupils and students across all phases

Pupil and student learning is enhanced through working with their peers in other schools, joint visits and trips and by widening the learning choices across the Trust.

### SCHOOL IMPROVEMENT AND QUALITY ASSURANCE

We strive for continuous individual and collective improvement

Routine and robust self-evaluation provides objective evidence of progress towards our aims and objectives, and we use external review and evaluation to assure our own assessments

We use benchmarking to ensure we are aspiring to the best nationally, based on our contexts and individual school journeys

We identify and enhance team and individual expertise to positive benefit for all pupils and students – both in the Trust and beyond

We analyse data (quantitative and qualitative) to objectively know where to target resources and expertise for maximum positive impact.

### WORKFORCE DEVELOPMENT

Our culture has high performance at its centre, enabling all staff to achieve personal professional satisfaction and collective success:

- Enhanced commitment to teacher training working with ITT providers, and robust support for ECT years and beyond
- Reaffirm our commitment to the Trust's Wellbeing and Workload Charter, annually surveying staff and acting on the results for improved workload and workplace environment
- Annually review the impact of the year's Professional Pathways Programme and adapt to meet the priorities of the Trust and its Schools
- Strong line management and appraisal supports all staff for continuous improvement and in their career progression
- Provide current leaders across the trust and in schools, with the training, support and challenge to improve their skills and expertise to give their best to their schools
- Ensure that future leaders are identified and supported early in their career to enable their aspirations and professional growth
- Provide induction and on-going training for governors and trustees, identify where strengths reside and systematically share these across the Trust
- Develop strong communities of professionals across and beyond the trust to share and develop expertise and evidence-based practice
- Have flexible working practices, where possible, and an evidenced culture of equality and diversity.

## **FINANCE AND OPERATIONS**

Ensure that any savings through joint working efficiencies are prioritised for direct and positive education activity in schools, including extracurricular and co-curricular activity

Ensure that funding is used effectively in support of educational priorities with a level of reserve available to support targeted schools and trust priorities, where needed

Ensure that capital funding opportunities are sought and achieved to benefit each school's infrastructure and to maintain a high standard of buildings and sites across the Trust

Ensure that trust-wide systems and processes support effective school-working with a net reduction in workload

Continue to implement the Wellbeing and Workload Charter

Use economies of scale to procure and manage contracts on behalf of schools and ensure value for money

Have the Trust's Net Zero ambitions at the heart of all decision-making.

## **GOVERNANCE AND LEADERSHIP**

Annually review progress against the Trust's Strategy, and review the Strategy every 4/5 years

Have a clear succession plan to ensure that there is continuity of skills and expertise in executive leadership and governance across the Trust

Ensure that the Trust's governance structure enables accountability at both Trust and School levels, so that children and young people are receiving an increasingly strong education

At least annually, formally review the implementation of action plans against educational quality and outcomes; financial management and community feedback

Assure the quality of governance annually by self-assessment and every three years by external review

Oversee strategic relationships with external stakeholders to build influence of the Trust and to secure the Trust in its local communities.