

**Shropshire Gateway Education Trust**

**Strategic Development Plan**

**January 2022 – January 2025**

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PLAN HAS BEEN REIVEWED BY SGET HEADS ON….

11.01.22; 08.2.22

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SGET – The Shropshire Gateway Educational Trust

HB – Head’s Board

LGB – Local Governing Body

The Academy Headteacher’s Board is:

Katie Jones Executive Headteacher and Headteacher Stottesdon C of E Primary School and Nursery

Ceri Little Headteacher Clee Hill Primary Community Academy

Carmel Mayfield Headteacher Cleobury Mortimer Primary School

Rachel Croxton-Broome Acting Headteacher Lacon Childe School

Gill Bradley Trust Business Manager Lacon Childe School

Sue Broad Clerk Lacon Childe School

**STRATEGIC DEVELOPMENT TARGETS: Key strategic aspects of the trust enable all schools to continually improve high quality educational provision**

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| OBJECTIVE | TASKS | KEY PERSON | TIMESCALE  DEADLINES | RESOURCES | SUCCESS CRITERIA – IMPACT | MONITORING EVALUATION |
| All schools have effective leadership which drives improvements in each school and collaboratively works with the Head’s Board to drive improvements across the Trust | * Recruitment of HT at Lacon Childe Secondary School * Recruitment of HT at Cleobury Mortimer Primary | EH  Governing Bodies | Easter 2022 | Recruitment policy  Governing Bodies  Clerk  LA advisor  Trust Business Manager | Recruitment procedures successfully recruit new leaders  Leadership drives improvement in schools  Collaborative working drives improvements across the trust |  |
| An active, trust development plan reflects the needs of all schools, focuses collaborative work and drives the trust forward | * EH to visit all schools and Governing Bodies * Draw together strengths and areas of development to inform trust strategic plan | EH  Head’s Board  Governing Bodies | Easter 2022 | Strategic plan  Time | The trust development plan accurately reflects and drives trust improvement and enables schools to improve educational provision |  |
| There are good links with community groups and organisations which support objectives of the trust and benefit pupils. Current needs are:   * Capacity issues at Cleobury Mortimer * Social needs at Cleobury Mortimer family worker/Safeguarding/Early Help * Use of HAF in the South of the county to support disadvantaged) | * Local councillors are familiar and support the needs of the trust * Parish councils and town plans are familiar and support the needs of the trust | EH  Directors  Governors  Heads | Summer 2022 | EH  Local organisations  Time | Community issues are supported by wider organisations.  Capacity and social issues in Cleobury Mortimer are actively supported and positive impact can be identified. |  |
| The trust’s vision, values and aims are agreed and valued by all. Trust communication at all levels is strengthened | * Revisit trust vision with new Head’s Board * Revisit trust vision with wider stakeholders – Directors - governors – staff – parents – pupils * Strengthen communication between different structures e.g. Head’s board/Directors/Governors * A termly Trust newsletter strengthens communication and raises the profile of provision and achievements | EH  Head’s Board  All stakeholders | Autumn 2022 | Website  Communication channels | Trust vision, values and aims are known and valued by all. Trust communication at all levels is strengthened |  |
| Governance structures are understood by all and support effective working and the role of critical friend | * Co-ordinated and consistent reporting * Share and review Schemes of Delegation * Share and review term of reference * Induction of new Clerk to Governors/Directors * EH attends at least one meeting a year per sch * Trust co-ordinated governance events support best practice. | EH  Directors  Governors | Autumn 2022 | HT reports  Scheme of Delegation  Terms of Reference  Articles | Effective governance is supported by understanding of trust structures.  Governors know their schools well and are well informed  Meetings are efficient and effective in supporting the above |  |
| Performance Management throughout the trust support, guide and challenge staff to do their jobs well. | * HB discussion and agreement of procedures * Systems to support storage? | EH  HB  SLT  Subject leads | Autumn 2022 | Trust templates  Leadership time | Performance management arrangements are consistent across the trust Standards and provision improves |  |
| Quality of education reviews support the development of educational provision | * HT and subject lead ‘in house’ learning walks/dip ins/deep dives across the trust * Stakeholder feedback questionnaires. * Effective external educational consultancy * Consider consistent trust SDP and SEF templates | EH  Head’s Board  Senior Leaders  Subject leads | Summer 2023 | Leadership  Training  Questionnaires  External consult  Educational temps | Consistent evaluation across the trust strengthens practice |  |
| The establishment of SGET Career Pathway with trust partnerships for ITT, apprenticeships, training ( leadership, teaching assistant, support staff) | * Consider consistent trust partner for ITT and training? * Develop career pathway and training (in house and with ITT/training partner) | EH  Head’s Board  Business Manager  ITT/Training partners | Summer 2024 | Time  CPD budget | Talent and roles across our trust are developed internally and with the community. High quality training supports the improvement of trust standards and provision. |  |

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| EDUCATIONAL DEVELOPMENT TARGETS: Provision and standards across the trust improve |

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| OBJECTIVE | TASKS | KEY PERSON | TIMESCALE/  DEADLINES | RESOURCES | SUCCESS CRITERIA – IMPACT | MONITORING AND EVALUATION |
| Recovery programme  Catch up Monies are effectively used and have positive impact in closing gaps | * Catch up plans are explicit and transparent (staff, governors, parents) * Link governors and HT reports show monitoring of spend and impact * Head’s board share good practice/where impact is high * Where appropriate there is a cohesive approach to spending | Headteachers  Recovery programme leads  Governors | Published autumn term  Termly review | Pupil premium reports on websites  Internal tracking | Positive impact on pupils as identified in each schools plans  Heads board supports the tight focus |  |
| Continue to improve transition across the Trust with a focus on Academic Transition through the development of FFT as a tool to support assessment and target setting | * Establish a transition network for Year 5 – 8 * Enable Year 6 staff to follow the path of pupils in Year 7 in the Autumn term to track progress and support no dip * Enable Year 6 staff in the Summer term to work with the Year 7 staff sharing and planning a learning sequence * FFT training (internally) to ensure that FFT is used consistently across all schools | Teachers and leaders Y5 – 8  KW | Autumn Term 22 | Meeting time  Release and meeting time – | * Pupil feedback show positive transition * Standard of work from Primary school is clear, maintained and developed |  |
| Consider the development of subject specialists across the MAT that could support and advise all schools and staff in consistent curriculum intent, implementation and impact. | * Consider a structure of primary and secondary lead per subject * Consider how this sits in a career pathway? * If appropriate launch initiative * If appropriate create foci for work e.g. progression, themes, dip ins/deep dives above, curriculum map for all students * Develop ‘all through’ initiatives to raise standards e.g. teacher lang prompt (consider Eng start) * Relaunch moderation work across schools * Consider running SGET bookfest | HB  SLT  Subject leads  Faculty Leads | Begin in 2022-23 | Time for roles  CPD | Curriculum standards and provision are raised by a local leadership and expertise that supports schools develop the quality of the curriculum breadth and establishes consistent progression from EYFS to Secondary |  |
| To optimise JPD (Joint Professional Development) across our trust in order to facilitate staffing teams to work at the highest professional standards. | * Staff visit year groups/departments in other schools to develop practise and raise standards. * Identification and sharing of good practice * Co-ordinate CPD across the trust | HB  SLT  Subject leads  Faculty Leads | As appropriate | Time  Subject specialist structure? | Curriculum standards and provision are raised by a local development practice and sharing of strengths. |  |
| Collaboration with schools within the Lacon family (who are not part of the trust) supports raising of standards | * Identify areas which would be mutually beneficial * Launch collaboration * Evaluate impact | HB  Personnel as appropriate | Summer 2022? | Time  Lacon family meetings? | Collaboration with school within the Lacon family raises standards in identified areas. |  |

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| OPERATIONAL DEVELOPMENT TARGETS: Financial, business and operational management support efficiency, effectiveness and standards across the trust |

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| OBJECTIVE | TASKS | KEY PERSON | TIMESCALE/  DEADLINES | RESOURCES | SUCCESS CRITERIA – IMPACT | MONITORING AND EVALUATION |
| Trust HR systems are efficient and effective and support the smooth running of the trust | * Recruitment of assistant to the trust business manager to focus on HR * Review of HR systems and processes (e.g. automatic generation of contracts; absence recording; PM records; creation, amendment and deletion of posts) | GB | Process has begun  Spring 2023 | HR system/platform | HR systems are supported by clear processes and an effective system. Work load is efficiently managed in the central team. |  |
| Premises across the trust are well maintained and developed to meet the educational needs, well being and safety of pupils | * Ongoing maintenance * Stotty/Cleobury windows * Fire/legionella risk assessment and action plan * Centralisation of records * CIF bids: Phase 2 mobile classroom replacement (Lacon); toilet refurbishment (Lacon); Veranda refurbishment? (Clee Hill) | TW  GB | See plan? | CIF bids  Maintenance team  Staff training | Premises across the trust are well maintained and developed to meet the educational needs, well being and safety of pupils |  |
| IT infrastructure supports the quality of teaching and learning and effective administration | * New IT infrastructure lead established * Audit of need, vision and planned actions * 1:1 scheme? * Consistent use of sharepoint | TW  IT Leads  T&W | Summer 2022 Review with T&W | IT budget  IT technician  T&W service | IT infrastructure supports the quality of teaching and learning and effective administration |  |
| Re-establish the regular update of menus using healthy food guidelines and stakeholder views | * Establish menu review systems * Continue to establish Natasha’s law requirements with digital systems | JG GB  Heads  Catering team  School Councils | Termly? | Consultancy  Catering manager  Pupil feedback  Healthy Food guidelines | Pupils are supported in making healthy food choices and enjoy food options across the trust |  |
| Website administration across the trust and in each school is efficient and effective | * Trust schools use SB (overtime) to complete statutory checks * Trust school develop in house expertise to ensure school provision/curriculum is up to date * Trust considers updating photos professionally | Heads  Admin  Leads in each school | Autumn 2022 | Tim Claydon  Kyle  Sarah Barnsley  Training | School and trust websites meet statutory requirements are up to date and reflect the provision in each school. Stakeholders use the websites |  |
| A program of internal scrutiny audits, evaluates and develops the effectiveness of statutory duties | * Internal scrutiny in the following areas:   + Health and Safety   + IT (Data and IT issues)   + Safeguarding   + Management information and reports (incl. Website)   + Premises issues   + Governance Structures and Risk Management | Directors  TW  Heads | Termly foci | Internal scrutiny document | The trust develops confidence in how it meets its statutory duties. Internal scrutiny helps clarify consistent expectations across the trust |  |