

**Shropshire Gateway Education Trust**

**Strategic Development Plan**

**January 2022 – January 2025**

**REviewe**

PLAN HAS BEEN REIVEWED BY SGET HEADS ON….

11.01.22; 08.2.22

|  |  |  |
| --- | --- | --- |
| **R** | **A** | **G** |

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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| OBJECTIVE | TASKS | KEY PERSON | TIMESCALEDEADLINES | 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
 | EHGoverning Bodies | Easter 2022 | Recruitment policyGoverning BodiesClerkLA advisorTrust Business Manager | Recruitment procedures successfully recruit new leadersLeadership drives improvement in schoolsCollaborative 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
 | EHHead’s BoardGoverning Bodies | Easter 2022 | Strategic planTime  | 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
 | EHDirectorsGovernorsHeads | Summer 2022 | EHLocal organisationsTime | 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
 | EHHead’s BoardAll stakeholders | Autumn 2022 | WebsiteCommunication 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.
 | EHDirectorsGovernors | Autumn 2022 | HT reportsScheme of DelegationTerms of ReferenceArticles | Effective governance is supported by understanding of trust structures.Governors know their schools well and are well informedMeetings 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?
 | EHHBSLTSubject leads | Autumn 2022 | Trust templatesLeadership 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
 | EHHead’s BoardSenior LeadersSubject leads | Summer 2023 | Leadership TrainingQuestionnairesExternal consultEducational 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)
 | EHHead’s BoardBusiness ManagerITT/Training partners | Summer 2024 | TimeCPD 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. |  |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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
 | HeadteachersRecovery programme leadsGovernors | Published autumn termTermly review | Pupil premium reports on websitesInternal tracking | Positive impact on pupils as identified in each schools plansHeads 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 – 8KW  | 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
 | HBSLTSubject leadsFaculty Leads | Begin in 2022-23 | Time for rolesCPD | 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
 | HBSLTSubject leadsFaculty Leads | As appropriate | TimeSubject 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
 | HBPersonnel as appropriate | Summer 2022? | TimeLacon family meetings? | Collaboration with school within the Lacon family raises standards in identified areas. |  |

**ional**

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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 begunSpring 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)
 | TWGB | See plan? | CIF bidsMaintenance teamStaff 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
 | TWIT LeadsT&W | Summer 2022 Review with T&W | IT budgetIT technicianT&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 GBHeadsCatering teamSchool Councils | Termly? | ConsultancyCatering managerPupil feedbackHealthy 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
 | HeadsAdminLeads in each school | Autumn 2022 | Tim ClaydonKyleSarah BarnsleyTraining | 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
 | DirectorsTWHeads | 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 |  |