



South East Cornwall Multi Academy  
Regional Trust



# Trust Strategic Plan 2017-2022

## Year 5 (2021-22)

**SMART LEARNERS**  
**SMART LEADERS**  
**SMART COMMUNITIES**

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# SMART 5 Year Trust Strategic Plan (2017-22)

## Introduction

This document sets the strategic direction for the Trust for five years. It is the document which explains how the Trust intends to translate its vision into actions. It places these actions within the context of the shared values that underpin how we work together. It recognises that it is not only the strategies themselves that will be effective but also, the order in which they are utilised, the political backdrop against which they are applied and the consistency of approach. Hence, the MSP aims to predict and pre-empt risks that may impact the Trust and suggests ways in which these can be utilised to best effect.

This document forms the basis of each annual School Development Plan and seeks to clarify how staff across the Trust will be funded to work together on projects that both benefit each Academy but also further the strategic aims of SMART as a whole.

## Shared Values

Our shared values brought us together as a Trust and will form the bedrock of all the work we do together. It must be clear to all students, staff, parents and outside agencies, what being in SMART really means and what we stand for.

**Collaboration** – We believe that we can achieve more together than alone. We believe in the necessity for all services in South East Cornwall to come together around the needs of the child. For this to occur we must be committed to removing barriers and committed to working collectively both within our own Trust and with all other schools and Trusts. We are committed to sharing expertise and working school to school at all levels.

**Equity** – We believe that some children are disadvantaged by social, economic, medical or emotional factors and we are committed to removing the impact of these disadvantages on their life chances. This is what we mean by being 'inclusive' schools and this is why we are committed to measuring the impact of our actions to ensure that resources are focussed to greatest effect to narrow and remove the achievement and aspiration gap.

**Integrity** – We value trust enormously and in order to achieve this we expect transparency, honesty, respect and integrity both professionally and personally. Whilst expecting these high standards we invite feedback and scrutiny in good faith from all sources and insist on challenging checks and balances to be in place at all levels. We are courageous in upholding these high standards in all aspects of our work together.

**Compassion** – We take seriously our duty of care in terms of staff and students. We mentor, take under our wing and seek to understand with empathy. We are committed to the principles of 'tough love' knowing that compassion involves both support and challenge. It is every member of our community knowing we have their best interests at heart.

## Our Principles

All of the Headteachers, Trustees and Chairs of Governors of SMART have committed to work to a set of fundamental principles. These principles will be applied to all of our work, from classroom practice to Trust Board meetings.



We call these the EQUIP principles and they are set out in detail on our website as well as summarised in narrative form below.

**E** - We will always have the highest **E**xpectations of all our staff and students. This means in reality that we will give opportunities without prejudice and we will teach children and staff to develop aspiration. We will challenge low aspiration and provide opportunities for development wherever possible.

**Q** - We will always seek to **Q**uestion deeply so that learning challenges understanding and develops the higher order thinking that is so critical to success and avoidance of manipulation or exploitation. This questioning follows through into our internal evaluation and governance so that we can be assured of the quality of our work beyond a surface level.

**U** - We know that to achieve progress we must first **U**nderstand our goals. We understand that some of the most valuable qualities in life are hardest to measure but we are committed to finding often innovative ways of being clear and precise about what we are aiming to achieve so that we can measure our progress to enable informed decisions. This is as true for the objectives of each lesson as it is for the KPIs for governance.

**I** - We recognise our role in terms of **I**nspiring lifelong learning and making education broad, balanced, open and about much more than examination success. We are committed to expanding the horizons of students, staff and parents through being role models for the value of education and the excitement of learning.



**P** - We are committed to the importance of **P**raising the positive achievements of staff and students and ensuring that children develop a strong sense of self-worth to support their healthy mental and emotional development. We are aware that often people will test and challenge to perpetuate poor self-image and we are committed to developing the emotional intelligence across SMART to recognise and challenge these tendencies. We are committed to respecting the concerns of young people and eradicating bullying. Use of the 'Cabinet Principle' means we debate hard and share the negative collectively but then are positive and united in our collective decisions even if we opposed their agreement.

## Our Shared Vision

Our long term goal is for one Trust serving all children in South East Cornwall. SMART will enhance the life chances of all children and become an excellence model for the region and nationally. This vision is set out in broad terms via an agreed statement which appears on our website from which the following copy has been taken.

### SMART LEARNERS

- Every child and adult constantly striving for excellence in all areas of learning.
- Positive recognition of achievement in all its forms and at all levels ensuring every learner feels both supported and challenged.
- Creating strong partnerships with peers and parents to maximise the progress of all learners.



### SMART LEADERS

- Every child and adult having opportunities to demonstrate and develop their leadership.
- Schools, governors, staff and children being empowered to be active in developing their own character and owning their own futures.
- Headteachers and Governors earning autonomy for their school and actively engaging in system leadership regionally, nationally and internationally.

### SMART COMMUNITIES

- One Trust, working together to focus on the needs of all learners at all phases across South East Cornwall.
- Inclusive local schools with all children and adults making positive contributions as good citizens to strengthen local communities
- All children and adults feeling safe within a caring and nurturing community in which mutual respect and kindness are non-negotiable.



The main function of this strategic plan is to set out the steps required to realise this vision across all of the academies in the Trust and to support the construction of a framework that will enable all stakeholders to work together to achieve this.

The first step is to translate this vision into measurable and achievable commitments to which the Trust can be held accountable. These are defined below, first in brief in the 'Pocket Guide' for the coming year and then in more detail as 'one page per project' summaries for the attention of senior teams, TB and LGCs. More detailed plans are drawn up locally.

# SMART Pocket guide 2021/22 integrated in all SDPs/BDPs

Core priorities agreed by the Headteachers. All priorities written into all SDPs/BDPs alongside their own school priorities.

5 Year Strategic Goals 2017-2022	Learn	Lead	Com	
<b>SMART Learners</b>				
<b>1. Remove disadvantage</b> <i>Good progress in learning for ALL</i>	✓		✓	
<b>2. Challenge our most able</b> <i>Question deeply for understanding.</i>	✓	✓	✓	
<b>3. Personalise learning for all</b> <i>Broad balance inc. Skills &amp; Knowledge</i>	✓		✓	
<b>SMART Leaders</b>				
<b>4. Develop leaders at all levels</b> <i>Active coaching by all middle leaders</i>	✓	✓		
<b>5. Excellent governance</b> <i>Training, expectations and challenge</i>		✓		
<b>6. Inspire excellence</b> <i>Critical friends, sharing &amp; peer review.</i>		✓		
<b>SMART Communities</b>				
<b>7. Grow sustainably</b> <i>Building capacity ahead of growth.</i>		✓		
<b>8. Schools as 'Community Hubs'</b> <i>Active child citizens, parents engaged</i>			✓	
<b>9. Grow partner networks</b> <i>Outward facing alliances, local &amp; global</i>		✓		
<b>Business improvement</b>				
<b>10. Policy framework</b> <i>All are legal, agreed &amp; reflect practice.</i>				
<b>11. Estates rolling programme</b> <i>5yr capital process, buildings and ICT.</i>				
<b>12. Business management services</b> <i>Progress in all areas of the BMSC</i>				

## Learning: Teachers and TAs become Pedagogy Specialists

1. All subject curricula spiral around a small number of core concepts, applied to new contexts regularly.
2. All T&TAs can describe INTENT of how each lesson strengthens understanding of a named concept and why taught now in this sequence of progression.
3. All T&TAs measure IMPACT of learning using concepts to find gaps in understanding (and req. knowledge) that may have been worsened by the pandemic.
4. At least one of the 24 Sub skills in SECRET will be embedded in practice in each subject/school including opportunities for peer and self-reflection.
5. Early Career Framework is in place with all ECTs on compliant structured agreed pathways.

## Leadership: Middle leaders (ML) form the 'engine room'

6. All SDPs are based on a 5 year vision shared with ML.
7. All ML expected to engage in professional reading.
8. Some level 5+ MLs engage in each aim of the SDP to Harts level 6 based on a scope defined by SLT.
9. All ML can cite effective coaching from SLT or peers.
10. All subject or DDP aims offer at least Hart 5 for staff.
11. Most staff can cite effective leadership coaching.
12. Most impactful STAR project curated by each ML.
13. LGC use leadership ladders to develop their role.
14. 5 leaders on external courses, 3 on CACE courses.
15. An ML researched proposal makes it into SDP 22/23.

## Community: Increased parental involvement

16. One engagement per term supports parents to help their child learn. SLT engage LGC at Hart 4 for each.
17. Team Around the School TAS for each location maintains an active membership of at least 10.
18. Teams expertise is built on through projects e.g. A level courses, student voice in TAS, parental engagement.

## Business Development Plan:

19. Embed induction for all new staff and leadership structures for OMs and Trust officers.
20. Premises, Facilities Management and H&S services increase the number of Trust SLAs
21. Central rolling programme of all ICT services resulting from SLAs agreed annually with Heads.
22. Explore Asset control functions across the Trust and adopt a common approach.
23. New websites for all schools agreed collaboratively so more staff can post securely.
24. Develop our talent management strategy for all staff including linking with other Trusts.
25. Explore measures in place and develop a strategy for long term reduction in carbon emissions.
26. Additional Goal (MSLT 16/09/21) – Everyone's Invited Agenda, progress in all schools.

## Construction of a new agreed 5 year plan beginning 2022/23.

**Narrative:** It is fundamental to our moral purpose and vision that disadvantaged children should achieve at least as much as their peers in all our schools. "The Children Left Behind. A league table of inequality in child well-being in the world's rich countries" *UNICEF Innocenti Report Card 9*, confirms the GB lags behind. RSC has made this their first priority. The impact of such inequity is devastating not only in terms of the life chances of the individuals but also on the economic prosperity and well-being of the region. SMART will contribute to develop system leadership by focusing on innovations that work.

**Long term goal:** That all children make excellent progress in all SMART schools each year regardless of their starting point in life or their particular circumstances.

### **Key Strategies**

#### *Focus on improving the quality of teaching*

- Ensuring excellent classroom teaching as the main vehicle for addressing disadvantage.
- Ensuring all staff have high expectations and high aspirations for all children without exception.
- Teacher/TA as pedagogy specialists coached in the personalisation of lessons using research based practices such as EEF and [proposals](#) including pro-active pre-teaching and pre-preparation intervention for pupils who fall behind.
- Tracking of core concepts so that gaps in understanding that have opened up for disadvantaged pupils are caught and challenged through a spiral curriculum.

#### *Focus on improving Learning behaviour and attitudes*

- Firm and structured systems with the same expectations of all, should be operated by all staff. Individualised response applied only by highly trained staff.
- Formalising the teaching of expected behaviour and underpinning learning skills recognising that there may have been gaps in socialisation for some disadvantaged pupils that we have a responsibility to formally coach and teach.

#### *Focus on improving Leadership*

- Restructure PP budgets to invest more at earlier stages and to engage families
- EWO services in-house with a more assertive approach to follow up actions
- Empowering subject leaders as expert coaches of pedagogy.
- Strict action research approach to any funding directed at closing a gap to evaluate long term impact on actual learning and the avoidance of gaps in understanding opening up.
- Staff training in high expectations and focus on conceptual development, support and challenge.

**Narrative:** The region requires great future leaders, divergent thinkers, industrialists, entrepreneurs and creative problem solvers. It is essential we play our part in developing higher level critical thinking throughout the curriculum and the numbers of pupils achieving these more complex goals are the best indicator we currently have to enable us to gauge our success in this area. Our definition of intellectual challenge must incorporate all forms of thinking including artistic expression.

**Long term goal:** All children will be appropriately challenged to think more deeply, see both sides and apply knowledge and consider complexity. We will recognise that although prior attainment is a useful guide, ability can develop at any stage and hence in partnership with families, all children will have the right of experiencing the right balance of challenge and support to make every second count. We will connect specialists across schools, use EQUIP in outstanding lessons, innovate in the opportunities we provide and build underpinning skills to ensure the pupils continue to exceed expectations each year and hence enable our most able pupils to excel as role models both in school and as alumni in their future careers.

### **Key Strategies**

#### *Focus on improving Quality of teaching*

- Develop an approach to mastery that doesn't set exam syllabi as a glass ceiling but rather, encourages reading around the subject, conceptual links and research reading for pleasure.
- Include a range of opportunities for development of Higher Order Thinking embedded within the curriculum (HOT).

#### *Focus on improving Learning behaviour and attitudes*

- Celebrate the passion for lifelong learning and in-depth study role modelled by all adults and members of the community.
- Engage children wherever possible, to be engaged in the consultation and design of learning, governance and school decision making.
- Build student expert teams to deliver advanced training to their peers and role model excellence. E.g. in 'App' coding, gaming, music, maths etc.
- Use the SECRET skills framework to systematically challenge and improve the skills of those most able in for example teamwork or reflective learning.

#### *Focus on improving Leadership*

- Proactively set ambition through student leadership and lead learner initiatives
- Encourage and celebrate professional reading and professional discussion of all colleagues and encourage professional challenge of 'quick fix' learning solutions.
- Develop five year planning and minimising the number of initiatives so that rich pedagogies and expertise can have time to develop leading to deeper questioning and understanding.



**Narrative:** Teaching is a highly skilled profession, requiring the teacher to know, nurture and continually challenge each child, communicate well with other teachers and be able to adapt and change as each child develops. In this sense, the duties of a teacher are endless so it is critical that we prioritise actual learning and empower the teacher to have the freedom to understand and adapt their pedagogy (the science and art of teaching) to match the needs of pupils. ALL activity we ask of teachers should be justified in terms of seamlessly integrating progression in knowledge, understanding and underpinning skills. ALL high quality lessons integrate all three elements rather than 'grafting them on' "Grafting wings onto a caterpillar does not make a butterfly, just a highly dysfunctional insect" [John West Burnham](#)

**Long term goal:** All children will achieve outstanding examination outcomes in parallel to the development of wider skills that support their wellbeing, resilience, personal learning, thinking skills, independence and attitude to learning. Schools will work together collaboratively to provide all children in SMART with a carefully crafted broad and balanced curriculum that engages and inspires learners whilst supporting the wellbeing and work/life balance of staff. Tracking of conceptual understanding and underpinning skills allows for personalised intervention which can be monitored for impact such that funding and further intervention are accurately focussed.

## Key Strategies

### *Focus on improving Quality of teaching*

- Our number one strategy is to ensure all teachers and TAs are specialists in pedagogy so they can spot deeper understanding and misconceptions and adapt their strategies to ensure gaps in understanding do not get past them.
- Use of STAR projects as a formal way of sharing pedagogies that have been evaluated as having impact, encouraging diversity and autonomy.
- Developing a shared language for pedagogy across all SMART schools so that sharing of ideas and discussion is more fluid. This will evolve but currently includes words like, 'Schema', 'SECRET skills', 'Fluency', 'Mastery', 'Core concepts', 'Spiral curriculum', 'knowledge organisers', 'Retrieval practice', 'low stakes testing' etc.

### *Focus on improving Learning behaviour and attitudes*

- Establishing good behaviour as an essential subject on the curriculum, using 6 week interventions, consistent explanations of the 'why' of behaviour, TIS, Core Skills and SECRET skills as tools to achieve progression goals for each child.
- Engaging peer learning wherever possible as informed personalisation.
- Wide consultation for common learning habits/ routines everyone embeds.

### *Focus on improving Leadership*

- Subject leads coaching and developing effective pedagogy in their subject.
- Use of appraisal to ensure ALL staff have access to high quality learning and have a manageable workload that allows them to role model their love of learning.

**Narrative:** Strong leadership and succession planning are key to the ongoing success of SMART and more widely, the economic, social and political success of the region. 'Leadership Capacity' is a measure of the ability of an organisation to adapt and develop and is quite literally the sum of all of the leadership skills of the organisation. Leadership is developed through opportunity, responsibility, coaching and training. All members of our community should aim to systematically develop and coach these skills in ALL staff and students. As Jonathon Lewis observed, 'A Google search on 'leadership' highlights that it stems from social influence, not authority or power.'

**Long term goal:** Middle leaders will be the 'engine room' of improvement across SMART continuously developing leadership capacity in their teams. Senior leaders will create opportunities for ownership, research and engagement. This will contribute to outstanding capacity and succession planning such that any position or opportunity will have multiple internal candidates allowing SMART to be an agile, confident and responsive organisation. SMART will be a major contributor to the civic and educational system leadership capacity of the region. We will increasingly recognise and build on the leadership potential of our young people.

### **Key strategies**

#### *Leadership Ladders: Common language and expectations*

- Leadership is core to appraisal and all staff regularly re-examine and discuss the leadership expectations of their role with their appraiser and line manager.
- The total leadership capacity is measured annually to evaluate our strategies.
- There is an expectation that the ladders define what we mean by leadership and our responsibilities to our teams in SMART and can be changed by negotiation as we learn from experience and grow as an organisation and new theories emerge.
- All roles and responsibilities are systematically ladder linked as a common scale.

#### *All leaders actively Nurture and challenge*

- All staff have regular, half-termly support and challenge provided by appraisers.
- Middle leaders and all those on L5 and higher are specifically required to create opportunities that nurture and challenge the leadership of each of their team.
- Intensive collaborative support offered for all those who significantly act up.
- All development occurs through shared planning so contribution is encouraged.

#### *Structured training routes for leadership development*

- L3 is expected to support L1&2, and so on up the scale to formalise progression.
- L5-L7 training is provided annually at a Trust level to all those wishing to progress.
- Annual quota of national programmes such as NPQ and masters qualifications.
- Engagement in RSC, CACE and CASH to provide training in multiple schools/Trusts.
- Student leadership schemes in all schools overseen by a Trust Student Council and supported by a recognition scheme which is currently leadership badges.
- Training includes hands on research in other schools, shadowing and presenting
- Development of collaborative practice engaging unions, distributed leadership.

**Narrative:** The role of Governors and Trustees have changed rapidly over the past few years. Despite excellent materials produced by the likes of NGA, the availability of training and support is a national issue. SMART has a responsibility to ensure governors have access to high quality continuous improvement and support to enable them to be increasingly outstanding in this demanding role.

**Long term goal:** SMART will have a well-earned reputation in the region for providing excellent support for governors, enabling them to be very well informed and effective in holding schools and the Trust to account. All governor places will be filled, meetings will be well attended and each appointment of new Directors will be able to draw from a strong external and internal field of candidates. There will be a published training route map for governors to work through if they wish to further their qualification together with a network of support to nurture this progression.

### **Key Strategies**

#### *Leadership Ladders: Common language and expectations*

- The Trust Board and Chairs of LGCs annually review the progression statements that run parallel to the leadership ladders and use these ladders with governors.
- The total leadership capacity of governors will be measured annually to enable us to gauge the success of our retention and training.

#### *All leaders actively Nurture and challenge*

- The Chair of each group ensures that each member of the team is supported in their development. This may involve delegation of the support for governors to Vice Chair and others.

#### *Structured training routes for governance development*

- An annual 360 review process for all governing boards in line with the TB model.
- Recognition system for enabling excellence in governance in all local schools.
- KPIs for governor participation and attendance are monitored and score highly.
- Events are systematically evaluated and are consistently well attended.
- Governor Training is opened out to all schools and the proportion of schools in South East Cornwall represented at each event is high (10% attendance would be just SMART schools so 30% would be an ambitious target).
- A comprehensive set of 'Link' governor training sessions link together governors specialising in the same areas of expertise and provide training and support.
- All policies, audits and reports are focussed on roles so that governors are able to specialise in their area of interest whilst maintaining their overview.

**Narrative:** Progress is the fuel powering schools - Barbour in the [McKinsey report](#) and later Hattie confirmed that the quality of teaching is the single most significant factor in the success of learners and of the school as a whole. Real learning for children and adults is life long and based on deep engagement and understanding. Well-researched, inspired and empowered adults inspire empowered learners. Hence the main focus of all our work must be a relentless focus on improving the quality of learning and the depth of curiosity across the Trust. The greatest gains are achieved when the school becomes a 'learning organisation' in which there is a genuine excitement and engagement in learning for all adults, which is inspiring.

**Long term goal:** All SMART schools are 'fuelled' by the excitement that comes from witnessing progress. From 'aha moments' to determined mastery the amount of 'fuel' each school creates means continuous improvement is self-driving. All leaders nurture this ethos of excellence and positively inspire staff and students alike. The route is owned by all staff and any bumps or friction along the way never takes them off track from being about children and adults continually learning and improving.

Professional curiosity and dialogue are openly valued, universally expected and regularly encountered. Critical but supportive evaluation of ideas respects the need for ownership by sensitively holding to account with both nurture and challenge.

## Key Strategies

### *Leadership Ladders: Common language and expectations*

- Leaders intentionally place the duty on senior staff to actively 'protect the ethos'
- Collective decision making and 'cabinet principle' reduce negative distraction.
- The vision is used to explain all decision making not external blame or compulsion.
- Middle leaders are expected to inspire curiosity in all their team and expect all professionals to be passionate about self-improvement in themselves and in others.

### *All leaders actively Nurture and challenge*

- Positive examples of success are shared and given status over issues or problems
- Line managers, middle leaders and appraisers nurture inspiration through helping staff develop ideas and see them through to fruition such as STAR projects.
- Continuously improve pedagogy and practice using shared reading, peer and expert observation, feedback, and shared evaluated practice e.g. SMART day.

### *Structured training routes for fuelling inspiration*

- Outstanding STAR projects and best practice exemplars published each year.
- Benchmarking show no departments, subjects or themes are operating below national average. Those above exemplified to inspire others. E.g. SMART day.
- Common standards of excellence for both TAs and Teachers in terms of practice.
- Supportive, developmental intervention for measures below minimum standard.
- Continue to redefine what is effective learning and strategies that deliver it.

**Narrative:** In terms of greatest impact on student outcomes, SMART is most effective when the distance between its schools is minimised. This is achieved by remaining strictly regional but expanding to work with more schools so that economies of scale are greater and our ability to improve transition between primary and secondary is enhanced. For SMART to become the Trust of choice for the RSC and DfE we need to demonstrate school improvement and raise our profile regarding system leadership in all areas of Trust organisation. We also need to ensure that we only expand when we have the capacity to do so and the match is right in terms of vision and values.

**Long-term goal:** SMART will be the Trust of choice for South East Cornwall as a result of its outstanding reputation, regional and national system leadership. It will have developed the financial stability and leadership capacity required to successfully support others.

### **Key strategies**

#### *Active, positive communication strategy*

- Transparency and collaboration with all staff so that concerns are brought to senior teams and dealt with rather than discussed outside of SMART as unresolved issues.
- Investment in web services to ensure regular positive news input and recognition of the excellent work done by the Trust, on the site and in local press.

#### *Providing sustainable services of value to the wider community*

- Development of an internal market for ICT services that could be offered to other schools.
- Enhancement of the existing estates and facilities services to other schools and building the internal marketplace.
- Continued provision of EWO services to local schools and building the internal marketplace.
- Opening up governor training, safeguarding training, SMART day events and external speakers to a wider audience through eventing and online presence.

#### *Modelling excellence and system leadership*

- Curriculum Led Financial Planning so reserves reach 1 month operating capital.
- Regular risk/benefit analysis of new proposals for Trust Board consideration.
- Sufficient track record in standards to demonstrate robust school improvement.
- Outstanding five year capital renewal programme to refresh internal and external appearance of all schools.
- Strong partnership between Trusts and Schools in the area to ensure more benefits for children.

## **MSP8: Schools as community (Civic) hubs      SMART communities**

**Narrative:** Outstanding schools provide a point of focus for their community and for the range of services and partnerships required to meet the needs of all children. The recent Education Select Committee reiterated that each school must retain its own strong community identity when joining a Trust. This confirms our own strongly held belief that local earned autonomy within a supportive Trust framework is the key.

**Long term goal:** SMART will be considered as a civic organisation that makes it as easy as possible for all schools to maintain and grow frequent and effective links with parents and community groups, never allowing SMART branding to overshadow that of each school. All available virtual services, web and media will be used to promote the values and achievements of all schools, as well as more practically allow for access to resources, courses, information and the booking of facilities, payment and awareness of upcoming events. Physical events that place the schools at the hub of their multi-generational communities will be supported. SMART branding will signify quality.

### **Key Strategies**

#### *Active, positive communication strategy*

- Development of shared web services including text alerts, common online payment and methods for informing parents directly of the success of their child in the classroom Monitoring of use and quality of web services and facilities for continuous improvement.
- Regular parental newsletters.
- Investment in regular updating of the website so that it is the trusted source of information by parents.

#### *Providing sustainable services of value to the wider community*

- Central web development team produces 'Apps' for internal use, built on the needs of the Trust schools and make them commercially available to others.
- Increased number of local networking events initiated, hosted or participated in, by each school, inviting residents in for a wider range of opportunities.

#### *Modelling excellence and system leadership*

- STAR projects based on active parental engagement are encouraged and successful outcomes are publicised.
- List of common online services is increased and they are used more effectively.
- Active engagement in 'Team around the school' model to create an active hub for sharing strategies for young people and families.

**Narrative:** Our overriding core purpose is to meet the needs of all children in South East Cornwall. This necessitates effective partnerships not only by the schools as local hubs but also more widely between neighbouring Trusts, Training School Alliances (TSA), potential sponsors and commercial companies.

**Long term goal:** SMART will have multiple partners integrated into our training plans. We will have MoUs with neighbouring Trusts underpinning collaboration of mutual benefit and of benefit to the outcomes of children in South East Cornwall. Through profile at events we will have developed valuable partnership arrangements with commercial companies and charities that see value in aligning their services to the SMART brand. Ideas published under the SMART brand will be known and trusted given the rigour with which they were tested and evaluated.

### **Key Strategies**

#### *Active, positive communication strategy*

- Actively collate and promote the long list of agencies, companies and services we are networked with.
- Communicate outstanding practice through work experience links as being ambassadors for the school and the wider Trust.
- Co-promote the achievements of pupils outside school.

#### *Providing sustainable services of value to the wider community*

- Operate a shared list of alternative provision so that more opportunities are afforded to children who require a fresh start or alternative behaviour support.
- Develop a catalogue of shared services developed with neighbouring Trusts.

#### *Modelling excellence and system leadership*

- Effectiveness of the training routes available to apprentices, new teachers and to those considering teaching.
- Defining the commercial and opportunity benefit of collaborations with potential partners.
- Seek beneficial partnerships particularly with software companies, content providers, course providers and school service providers. TSAs, research organisations, neighbouring Trusts, National and regional potential partners.
- Investment in bid teams such that successful bid rate and bid income compared to other local Trusts is high and increasing.
- Ease of filling vacancies including the internal supply of trainee teachers and NQTs.
- Actively promote the establishment of a CEO network built on sharing of practice.
- Actively participate in CASH and CAPH and share exemplar practice.

## MSP10: Robust Policy Framework

**Narrative:** Our policy framework although largely not legally binding, maintains and ensures the ethical and professional standards of the organisation. Policies are a statement of exactly how we have agreed to operate across all fields.

**Long term goal:** The SMART policy framework will accurately reflect the work of the Trust. Each policy will be widely consulted on by all stakeholders and regularly reviewed. Governors, staff and parents will correctly apply policies. SMART will be an exemplar for other Trusts.

### Key Strategies

- Formation and regular maintenance of an active JCNC which involves all unions.
- A clearly defined cycle of review and process of review for all policies.
- Attachment of all policies to specific roles so that they are regularly used and challenged.
- Closer alignment of policies across the Trust over time.
- Ability for locally defined elements to overarching policies.
- Open transparent approach with all policies on the website.
- The majority of policies are Trust wide and maintained on the SMART-Trust site. Those policies which are school specific will be accessed through a similar coherent route on all school websites.
- School development plans will be based on a 5 year model and will be widely negotiated and owned so that they form the focus of all planned improvement in each school. These plans contribute specifically to the Trust five year goals.
- All policies are systematically reduced in complexity through each review to make them more accessible to the whole school community. This includes the introduction of flow charts and separate explanatory guidance where possible.



## MSP11: Estates Rolling Programme

**Narrative:** We have the responsibility to maintain the buildings, facilities and capital resources in a safe condition as well as ensuring that the community, through respect for the high quality of facilities, understands the value placed on education.

**Long term goal:** All capital resources will be systematically reviewed, surveyed and maintained through a detailed rolling programme of works and replacement. The quality of service will be such as to ensure year on year enhancement of learning facilities, increased confidence of partner schools to engage our services and maintenance of safe, high quality learning for children and out of hours, for the community as a whole.

### Key Strategies

#### *Rolling programme for ICT services*

- Centralised management structure for ICT as a service across the Trust.
- Annual negotiation of needs from each school with a fixed annual cost ensuring continuity and refreshment of equipment.
- A single domain allowing all staff to use all services irrespective of location.
- Fluid use of video conference software to enable meeting participants to take part effectively in meetings at a distance.
- A single ICT delivery team across the Trust and a single estates team allowing for specialisation.

#### *Five-year capital works programme*

- Formalised regular rolling programme of repair and renewal backed by regular condition surveys and a drawing up of Trust wide list of prioritised work.
- Building of the estates and facilities team to bring capital works in house funded by the capital works programme where this can be sustainably achieved.

#### *Rolling programme for maintenance, estates and facilities management*

- Centralised management structure for estates and facilities as a service across the Trust.
- Annual negotiation of needs from each school with a fixed annual cost.
- Increased lettings where these can be self-funded.
- A set of services for partner schools that enable SMART to develop greater value for money.
- Standardised auditing systems to ensure that key strategic decisions are well informed.

## MSP12: Business management services approach

**Narrative:** Within the complexity of the organisation, all staff and composite organisations should have clarity over their responsibilities and the roles they play within the larger Trust. SMART is one organisation over multiple sites and should use this structure to maximise the benefits in terms of economies of scale, staff training opportunities and flexible working patterns. The business management services contract is a vision document designed to achieve this.

**Long term goal:** SMART will have a fully defined business management services contract covering all services and all roles across the organisation. This will be flexible enough to accommodate a full range of associate services as well as to allow for expansion of the Trust at any time.

### Key Strategies

- A focus on transparency of role and expectations defined within a services contract.
- A system of regular audits to proactively ensure compliance.
- A proactive role for all operations managers and support staff across the Trust from the CBU.
- To focus on each area in turn and drive efficiencies within contracts and procedures by reviewing the balance of what is provided in house and by external suppliers as well as regularly reviewing business management within the Trust.
- To adopt new waves joining the Trust and ensure that their skills are utilised in developing a wider number of expert groups that can build capacity for the whole Trust.
- A catalogue of services which we can develop as a business in support of SMART.
- Benchmarking with other Trusts to show our business management to be highly efficient and (through audit) to be highly reliable.
- Five year planning to ensure that capital resources are secure in the longer term.
- A comprehensive prioritised programme of capital projects and school condition based projects.
- All school budgets run at zero deficit and eventually achieve a 6% reserve.
- Co-ordinated bid writing that is income generating for the Trust.
- Ethical and affordable pay policies based on development of expertise in-house where possible.
- A holistic Head's Report that enables proactive monitoring by specialised governors.
- A business development plan written to the same timescale and system as the learning improvement plan.
- Corporate risk register.

## **Roles and Responsibilities within this strategic plan process:**

### **The CEO is responsible for:**

- Ensuring that the strategic plan is regularly updated following the annual review cycle and that it accurately reflects the strategic direction of the Trust.
- Communicating the vision and strategic direction of the Trust to potential new partners in ways which are clear, memorable and well defined.
- Ensuring that the vision is exemplified by the news items chosen for publication, the design of our web presence and all aspects of the public face of the Trust.
- Acting rapidly with conviction and integrity to challenge any project, action or proposal which runs counter to the aims and vision of the Trust.
- Maintaining a working knowledge of national and global developments in education such that the Trust can minimise future risks and maximise resources for learning.

### **Headteachers are responsible for:**

- Engaging fully to ensure they maximise the overlap between their vision and aspirations for their own academy and the strategic direction of the Trust.
- The operational delivery of agreed priorities and outcomes within their academy.
- Circulation of an agreed 'pocket guide' to all staff, governors and student bodies in their organisation in June each year which sets out clearly on one page, the planned priorities for action for the coming year in their academy.
- Circulation of an SDP each September, based on the 'pocket guide' and confirmed by results obtained from annual end of year assessments in the previous summer.
- Ensuring all staff in their academy have access to distributed leadership opportunities that will build the 'collective brain' of the Trust.
- Ensuring that all data and KPIs relating to their academy are accurate and based on information collected from 'front line' staff as well as evaluated through a second method such as sampling, observation, outcomes or other standardised process.

### **Local Governors are responsible for:**

- Agreeing the annual SDP only if measurable outcomes and the KPIs that will be reported are SMART (Specific, Measurable, Achievable, Realistic and Timed).
- Holding the Headteacher to account termly for progress against their SDP and BDP.
- Providing timely reports to the Trust Board indicating the degree of completion or risk, associated with SDP projects, BDP projects and the strategic plan overall.
- Making the Trust Board aware if any priority of the Trust is having a detrimental effect on any priority of the Academy.

### **Trust Board Trustees are responsible for:**

- Agreeing this MSP and the SDPs and BDPs that relate to it.
- Holding the CEO to account against the KPI performance of each school and how their strategies to improve have been implemented through their SDPs and BDPs.

## Our Review Cycle

As with every agile and responsive organisation committed to continuous improvement, its strategic plan is a 'living' document that is reviewed and modified regularly in the light of educational, political, financial or social developments within the communities served by the Trust. The review cycle for the MSP will include the following key milestones:

### **April**

- 1<sup>st</sup> Draft of MSP consulted on with TB, LGC and Headteachers.

### **May**

- 2<sup>nd</sup> Draft MSP copied back to TB, LGC and Headteachers for final comment.
- MSP 'Pocket Guide' is published on the website and emailed to all staff.

### **June/July**

- MST produce School Improvement priorities Pocket Guides for each school.
- BST produces Business Plan priorities Pocket guide for each school.
- 1<sup>st</sup> Draft SDP and BDP from each school.

### **September**

- SDPs and BDPs finalised (minimal change is expected because the results should not be a surprise) – CEO then signs these off.
- Staff reminded of Trust priorities (pocket guide) and SDP priorities for the year.

### **October**

- Performance management cycle links targets to SDP, BDP and MSP.
- Staff evaluate their STAR projects to include them in their PM.
- Exams analysis and final review of the SDP and MSP from last year are produced as reports to LGCs for scrutiny in a meeting and then on to Trust Board for the same.

### **November to March**

- Each month, compliance checks are carried out in each area for each school.
- Termly the SDP, BDP and MSP are RAG rated to share with LGC and TB.

### **March**

- Midterm reviews of SDPs as well as STAR impacts, inform the MSP next cycle.

## Wider Consultation

At the SMART day each year in February, the CEO will reiterate the vision.

Throughout the year, consultation on the plan is sought through meetings in which projects are discussed such as the Trust student council.

SDP = School Development Plan → How each school aims to improve outcomes

BDP = Business Development Plan → How each school aims to improve systems

MST = Trust Strategic Plan (this document)

## References and further reading

[The following is an incomplete list and was started at the request of Members at the start of 2021 hence only newly referenced items referred to in further redrafts are included]

### **Gonski Report 2018 on improving the Australian school system:**

[https://docs.education.gov.au/node/50516?utm\\_source=Gonski&utm\\_medium=article&utm\\_content=part%207](https://docs.education.gov.au/node/50516?utm_source=Gonski&utm_medium=article&utm_content=part%207)

Articles referencing the Gonski Report:

[https://www.teachermagazine.com.au/articles/sharing-good-practice-gonski-and-professional-collaboration?utm\\_source=CM&utm\\_medium=Trending&utm\\_content=Collaboration](https://www.teachermagazine.com.au/articles/sharing-good-practice-gonski-and-professional-collaboration?utm_source=CM&utm_medium=Trending&utm_content=Collaboration)

### **OECD SEG Model for complex governance**

<http://www.oecd.org/education/cei/strategic-education-governance-organisational-framework.htm>

### **EEF (Education Endowment Fund) model for implementing effective change**

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/>