



South East Cornwall Multi Academy  
Regional Trust



# Trust Strategic Plan 2022-2027 Year 3 (2024-25)

*SMART LEARNERS  
SMART LEADERS  
SMART COMMUNITIES*

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# SMART 5 Year Trust Strategic Plan (2022-27)

## Introduction

This document sets the strategic direction for the Trust for five years (TSP). 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 TSP also aims to predict and pre-empt risks that may impact the future life chances of the students, staff and families in South East Cornwall.

This document forms the basis of each annual School Development Plan (SDP) and seeks to clarify how staff across the Trust will be funded to work together on projects that both benefit each School 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 as well as Trust to Trust 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 why we are committed to measuring the impact of our actions to ensure that resources are focussed to greatest effect to narrow and remove any achievement and aspiration gap. This principle of equity is also extended to all employees of SMART.

**Integrity** – We value trust enormously and 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 conceptual and lifelong understanding. Through this we develop 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 we remain true to our values have clear intent well beyond the surface level.

**U** - We know that to achieve progress we must first **U**nderstand our goals and the shared vocabulary that underpins equal access. 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 through honest, constructive and developmental feedback to meaningful and purposeful challenges. All students and staff have the right to regularly experience the mental and emotional growth that comes from seeing themselves succeed in something they felt challenged by and to know that their peers take pride in this alongside them. We recognise that teams with strong empowering leadership build such effective peer support at every level. Wherever possible, all staff and students have the right to feel listened to about any changes that affect them. This principle builds trust, belonging and mental security as well as recognising the strengths of every team.



## Our Shared Vision

Our vision for SMART is as a Schools Trust that continuously enhances the life chances of all children in South East Cornwall, providing a model of excellence 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.
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### 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.
- Trust Senior Leaders and Governors benefitting from active 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 2024/25 integrated in all SDPs/BDPs

SLTF agreed these aims and will select methods and milestones for their SDP/BDP this year.

Learners	Methods Focussed on Cross Trust this year	End of Year (By LGC 6) Milestone
<b>1. Equity</b> <i>Progress for all, removing disadvantage</i>	a. Specific measurable accountability milestones in place for all schools. b. Common dictionary of key tier 3 language and definitions to be drawn up and agreed across the Trust. c. Common assessment across all schools such that benchmarking for all year groups and schools is in place.	a. All national assessment and progress data will be within national average. Phonics, Good Level of Development (GLD) at EYFS, Y4 Multiplication Check. KS2, GCSE and A level. b. The gap in progress measures for disadvantaged groups will be within national averages.
<b>2. CPD</b> <i>Shu, comply →            Ha, belong →            Ri, Innovate</i>	a. Specific measurable accountability milestones in place for all schools. b. Agreed method for introducing and quality assuring SOPs in all schools c. Introduction of training catalogue	a. Improved score for successful appraisal and CPD in questionnaire (89% in 2023). b. Increased number of SOPs rated at 100% (None in 2023 – introduced 2024). c. All teachers receive feedback monthly.
Leaders	Methods	End of Year Milestone
<b>3. Coaching</b> <i>Agency with challenge</i>	a. Specific measurable accountability milestones in place for all schools b. Adoption of the new EEF implementation framework in all teams c. Leadership ladder checklist in appraisal	a. Improved achievement of minimum ladder level standards (96% in 2023). b. A greater proportion of staff exceeding minimum standards (34% in 2023). c. All OFSTEDs rated good or higher.
<b>4. Governance</b> <i>Holding to account</i>	a. Specific measurable accountability milestones in place for all schools b. CST review of governance c. Integration of the SEF into governance	a. SEF at least 'Good' in all areas. b. Attendance enabled all LGCs, TB and governor panels to take place. c. All monitoring plans fully utilised.
Community	Methods	End of Year Milestone
<b>5. Citizenship</b> <i>Pupils safe to empower others</i>	a. Specific measurable accountability milestones in place for all schools b. Evaluation of first whole trust student survey and adoption as an annual process. c. Development and use of 'Health checks' to assess the support that behaviour systems are achieving and TIS capacity	a. Reduced days lost to suspension and exclusion in all schools (Heads reports). b. Full engagement at Trust student council. c. Attendance for all groups at national. d. Proportion of critical urgent required actions arising from safeguarding peer reviews.
<b>6. Civic Role</b> <i>School seen as the heart</i>	a. Engagement with all of the CACE network groups including feeding back to/from these. b. Introduction of AGM c. Increased parental engagement methods	a. Three TAS (Team around the school) meetings well attended inc. conference. b. Increased number of opportunities for parental engagement/events.
Business	Methods	End of Year Milestone
<b>7. Service</b> <i>Trust-wide</i>	a. New TOLT team and heads of services in place and integrated cross Trust. b. Specific accountability milestones	a. Increased % ICT tickets closed in SLA. b. Increased % Estates tickets closed in SLA. c. Increased income from sold services.
<b>8. Assurance</b> <i>RAG led</i>	a. Full implementation of compliance monitoring and reporting to Trust Board b. Proactive ICT usage and VFM guides	a. Clean financial annual audit. b. All exception report data in RAG form. c. Reduction in 'reds' in compliance.

Updates and variations during the year:

## SMART Learners



We believe strongly in the life changing value of education and seek to equip all members of our community with a lifelong love of learning. We take seriously our role as the trusted professional specialists in understanding learning and teaching within our community.

<b>E</b> xpect	Everyone has the right to continuous improvement supported by peers and teachers who have high expectations of their progress
<b>Q</b> uestion	Everyone has the right to regular questioning and evaluation so they can be creative with why and how they teach and learn
<b>U</b> nderstand	Everyone has the right to explore learning at depth and challenge their understanding.
<b>I</b> nspire	Everyone has the right to be inspired by learning and regularly share their excitement and curiosity
<b>P</b> raise	Everyone has the right to regularly experience the joy of achieving a challenge matched to their recognised ability

## TSP1: Equitable Progress for all

### Key Drivers and Indicators:

- Analysis of performance of disadvantaged groups compared to non.
- Analysis of attendance of each core group including exclusions.
- Use of relative ranking across schools to highlight successes.
- Triangulation of methods to track concept development and vocabulary use.
- Triangulation of methods for estimating SECRET skill access and barriers.
- Deep dives into subjects/concepts/bias to plot improvements.
- Including enjoyment and love of learning as key student feedback questions.

**Long term goal:** It is our vision to foster a lifelong love of learning that encourages passion and positive self-perception as a learner, encourages deeper questioning, deeper understanding and curiosity over a broad and balanced range of areas of study.

Our goal is to ensure that ALL pupils, as well as gaining from this love of learning will also as a result, make annual progress at least equivalent to the national average achieved by all students in whichever national qualifications and benchmark systems are applied to them. This expectation will be applied to all pupils regardless of their starting point or barriers to learning.

### 1. Key Strategies

- Selecting the best pedagogy** - All teachers and TAs will be specialists in pedagogy.
- Promoting Conceptual Understanding** - Impactful learning is understood to be a long-term change in a person's schema brought about by deeper conceptual understanding that challenges and grows their existing schema.
- Tier 2 and 3 vocabulary** - Language is key to development of ideas. We will take every opportunity to use a wider range of key words correctly in context and require learners to do the same.
- Developing skills (SECRET and Disciplinary)** - All teachers and TAs will be able to recognise the development of SECRET skills and select opportunities which allow learners to be appropriately challenged and self-assess their progress over time.
- Decreasing the impact of labelling** - Labels like stereotypes cause extensive harm when applied without deeper understanding. We will never assign a label with learners, challenge their use of them in the classroom but use them intelligently behind the scenes as lines of enquiry.
- Modelling lifelong learning** - All teachers and TAs will actively model passion for learning.
- Promoting equity through our curriculum** - Systematic consideration of resources and techniques used over time to actively reduce exposure to bias such as decolonisation.
- Adapting learning to maintain appropriate challenge** – Adaptation of learning materials with a deep understanding of how to not lessen the challenge and expectations.



## 1) Methods and Impact measures

<p><b>a) Fortnightly shared precision planning and review time with the team.</b></p>	<ul style="list-style-type: none"> <li>- All elements of every lesson observed focused on a concept and teachers explain why it is sequenced in this way.</li> <li>- Shared approaches to pedagogies are in evidence and can be described by staff.</li> </ul>
<p><b>b) Core concepts agreed and written as a progression tested by questioning pupils</b></p>	<ul style="list-style-type: none"> <li>- Curriculum document presented to LGC by subject leader and sequence explained.</li> <li>- Question level analysis shows the misconceptions addressed.</li> </ul>
<p><b>c) A 'Dictionary' of most essential vocabulary is drawn up very specifically focussed on misconceptions</b></p>	<ul style="list-style-type: none"> <li>- The dictionary of tier 2 and tier 3 terms is presented at LGC and the process for how the most impactful words are clarified to get the minimum number on the knowledge organiser is explained.</li> <li>- Key word tests show 70% achieved by all.</li> </ul>
<p><b>d) Self and peer SECRET assessment used</b></p>	<ul style="list-style-type: none"> <li>- Observations of pupil correct self-assessment.</li> <li>- Evidence of progression in level of skill.</li> </ul>
<p><b>e) Regular assessment analysis is used behind the scenes by middle leader looking for patterns in disadvantage and evaluating strategies</b></p>	<ul style="list-style-type: none"> <li>- Gap in exam performance decreases steadily over time between disadvantage and non.</li> <li>- Individual strategies are tried and evaluated for impact each year, so the best ones are retained.</li> <li>- Staff with best evaluation used to drive practice.</li> <li>- Skills, knowledge and understanding assessments are evaluated separately.</li> <li>- Prior performance not PP is used as the indicator.</li> </ul>
<p><b>f) Positive classroom climate is a regular feature of meetings and observations</b></p>	<ul style="list-style-type: none"> <li>- Staff are able to give feedback to each other in a no-blame environment that helps the spread of positive and enabling language from staff and between pupils. Evidence of progress is recorded over time, not ascribed to individuals.</li> </ul>
<p><b>g) Precision planning is used to ensure pupils with SEND can access the same level of demand.</b></p>	<ul style="list-style-type: none"> <li>- Collecting the IEPs of all those in a class and establishing a class IEP with some adaptations being applied to all so that a manageable number of variations are done by the teacher.</li> <li>- Evaluation of progress by all SEND pupils enables evidence of impact.</li> </ul>
<p><b>h) Use of concept continuums to identify and address misconceptions</b></p>	<ul style="list-style-type: none"> <li>- Observation of staff questioning during a lesson using techniques such as mini whiteboards to see if assessment is being used to direct the lesson.</li> <li>- How many staff have led concept reviews?</li> <li>- Accuracy of assessment of misconceptions when the task is repeated by the middle leader.</li> </ul>

## TSP2: Continuous Progress for All Staff

### Key Drivers and Indicators:

- Annual moderation of appraisal to ensure all have had coaching.
- Triangulation of quality of teaching and impact of intervention.
- Impact of incremental coaching across all staff.
- Staff surveys of psychological safety and view of development.
- Exit interviews and exit data.
- Staff attendance and reasons for long term and short-term absences.
- Numbers of staff benefitting positively from CPD experiences.
- Annual feedback surveys from SMART day and CPD events.

**Long term goal:** Every member of staff in every role across SMART will progress in their learning each year and will be recognised for the progress they have made. We are privileged to be entrusted with each year of their career and professional development, hence we aim to achieve the correct balance of nurture and challenge for progress to occur. This can be progress within their own job, towards a promoted job in SMART or elsewhere or a switch of job in SMART or elsewhere.

## 2) Key Strategies

- a) Praising and accrediting, not shaming or blaming** - Leaders take full responsibility for the development of staff they line manage. Blame and shame never lead to effective learning. Effective coaching, mentoring, training, listening and supportive challenge should maximise praise and yearly progress or positively support a change in role.
- b) Supporting staff led appraisal** - The core strands of evidence-based improvement, a STAR project for professional curiosity and leadership opportunities are formally provided for all staff.
- c) Providing clear career pathways** - Every member of staff regardless of their role in teaching or support has the option of following a coherent pathway for development in their role which is a mix of opportunities, internal and external training.
- d) Shu Ha Re –**
  - i) Shu** - All staff have the right to initial training and induction that is heavily structured and scaffolded around clear goals so that the role they are doing is precisely learned.
  - ii) Ha** - After continuous support for a period of time, the member of staff is expected to be fluent in their practice and able to innovate, reflect and adapt.
  - iii) Re** - From fluency they are supported into a proposal culture in which they are able to provide recommendations from professional reading and other sources that can improve the original direct instructed method.

## 2) Methods and Impact measures

<p><b>a) Fortnightly feedback is given via drop in's or oversight of work</b></p>	<ul style="list-style-type: none"> <li>- A record of the frequency of feedback given.</li> <li>- Records of progression over time.</li> </ul>
<p><b>b) Use of appraisal as a regular way of providing support</b></p>	<ul style="list-style-type: none"> <li>- Moderation of appraisal shows the system is driving reflection. Percentage pass increasing</li> <li>- Annual staff survey to determine if appraisal is meeting these expectations.</li> </ul>
<p><b>c) Work shadowing and scoping are used actively to provide staff with opportunities to consider routes</b></p>	<ul style="list-style-type: none"> <li>- Line managers are able to identify challenges they have specifically focussed on each member of their team with the intention of extending their range with support.</li> <li>- Examples of scoping documents presented to LGC.</li> </ul>
<p><b>d) Item i) Shu -</b></p> <p><b>Each planned implementation has SOPs developed for them (Shu),</b></p>	<ul style="list-style-type: none"> <li>- SOPs (Standard Operating Procedures) are available for scrutiny by LGC and senior staff.</li> <li>- Interventions to gain 100% compliance with a SOP have assessments conducted before and after the intervention.</li> <li>- SLT have a method for spot checking any SOP and can provide current percentage compliance.</li> </ul>
<p><b>Item ii) Ha -</b></p> <p><b>For those having achieved compliance feedback uses coaching questions for understanding.</b></p>	<ul style="list-style-type: none"> <li>- All line managers can provide a list of where each of their staff are in terms of compliance and those who have reached 'Ha' stage are being challenged to adapt and explain.</li> <li>- Where a member of staff has stepped back into Shu, a record is kept and there is urgency to correct this. Such totals are kept to show improvement over time.</li> </ul>
<p><b>Item iii) Ri -</b></p> <p><b>Opportunities are provided for staff at this stage to lead training, present new ideas and experiment with new approaches</b></p>	<ul style="list-style-type: none"> <li>- Opportunities offered to staff are shared in LGC and staff achieving this stage are recognised at the highest level.</li> <li>- Separate and specific 'Ri' assessments for the specific skills or technique attained are kept.</li> </ul>

## SMART Leaders



We believe that the greatest sustainable impact to our community is achieved through promoting leadership at every level. We believe in leadership that is always in the service of others and we measure its success in terms of how many leaders we have empowered rather than what we have changed.

<b>E</b> xpect	Everyone has the right to regular opportunities that help them to develop their own leadership and sense of belonging
<b>Q</b> uestion	Everyone has the right to leaders who are engaged in current concerns, ask deeper questions and listen to solutions
<b>U</b> nderstand	Everyone has the right to understand why any change is happening and be consulted to help this understanding
<b>I</b> nspire	Everyone has the right to be inspired by a shared vision that includes them, excites them and motivates them
<b>P</b> raise	Everyone has the right to propose ideas and be recognised for their contributions and impact on future policy

## TSP3: Developing leaders at all levels

### Key Drivers and Indicators:

- Annual assessment of all staff against the leadership ladder framework.
- Annual appraisal of the leadership ladder structures.
- Access to leadership courses including internal and national.
- Outcomes from deep dives into middle leadership areas.
- Degree to which leaders feel ownership of ideas and developments.
- Amount of cross trust working.

**Long term goal:** All staff and all governors will be providing leadership at least in line with the minimum stated expectations for their role in the organisation. This means that each team adds capacity to SMART as a whole, enabling each layer of leadership to operate strategically and reflectively with minimal time spent operationally directing colleagues. Strong and purposeful leadership is the key determinant of success in schools. Leadership is most effective when it is embedded at all levels through the culture of the organisation.

### 3) Key strategies

- a) Use of regularly reviewed Leadership Ladders** - This strategy should continue with a wider group of staff regularly engaged in its review.
- b) Use of a Curriculum of opportunities** - Similar to the career pathways for continuous improvement, opportunities for practising and developing leadership should be highlighted and made available to those who wish to progress.
- c) Use of scoping (including Hart)** - Any opportunity for leadership development is provided with clear scoping documentation including the use of Hart's ladders so that prior to a member of staff engaging in the process they will already know which items have already been decided and why. They will also understand the purposes and aims of the initiative, what decisions have still to be taken, how much involvement they are able to have in such decisions and an outline of what success looks like. There should be attached professional reading that, should they choose to understand the rationale further, can read around the subject.
- d) Use of professional exemplars** - Examples of strong leadership at any level on the ladder will be recognised, praised and utilised as an example for guidance so that professional expectations develop over time.
- e) Access to professional mentors and coaching** - Including external courses where appropriate and where these can fall within the prioritised budget.

### 3) Methods and Impact measures

<p><b>a) Use of the leadership ladders as a framework by all middle leaders</b></p>	<ul style="list-style-type: none"> <li>- The number of staff below their minimum becomes zero after their first year.</li> <li>- The number of staff inspired and given the opportunity to work above their grade increases each year.</li> <li>- Middle leaders are aware of the current ladder level and how they are planning to support this extending when the member of staff wants to.</li> </ul>
<p><b>b) Delegation of whole team tasks such as curriculum or SOP creation so that collective effort is greater</b></p>	<ul style="list-style-type: none"> <li>- Middle leader is able to describe the framework they have developed that will ensure all staff can contribute to a common project and retain some agency as well as presenting their work to others and gaining feedback on how it is used.</li> <li>- Clear identification of owners, contributors and authors for each shared item.</li> </ul>
<p><b>c) Leaders use the method of 'Scoping' to enable staff to progress their leadership of a project.</b></p>	<ul style="list-style-type: none"> <li>- Example scopes are provided to LGC.</li> <li>- Outcomes of leaders trained in the use of scopes are collected.</li> <li>- Middle leaders' evaluation of a scope they have created is moderated at SLT and feedback given.</li> <li>- A proposal culture is measured based on the number of successful scopes in operation.</li> </ul>
<p><b>d) Following moderation of leadership ladders in appraisal, those improved and high scoring are recognised</b></p>	<ul style="list-style-type: none"> <li>- Opportunities for staff to share development achievement.</li> <li>- Offer of high achievers to offer leadership expertise in other parts of the Trust.</li> <li>- Number of staff gaining recognition successfully is monitored.</li> </ul>
<p><b>e) Professional mentoring and coaching is introduced and monitored for success including work shadowing roles</b></p>	<ul style="list-style-type: none"> <li>- 360 degree questionnaire methods are used to assess the effectiveness of those given coaching and mentoring roles.</li> <li>- The number of staff engaged in mentoring and coaching roles is recorded over time to evaluate leadership initiatives.</li> <li>- The number of work shadow or 'deputy' roles increases over time and becomes expected.</li> </ul>

## TSP4: Support excellent governance

### Key Drivers and Indicators:

- Annual 360 of governance.
- Annual assessment of skills audit.
- Number of governors involved in training they describe as effective.
- The frequency of questions and quality of milestones agreed in SDPs.
- Positive reviews of governance.

**Long term goal:** All individuals who volunteer for governance roles, Trustee roles and Member roles in any school within the Trust will gain access to rewarding experiences in which they have been provided enough scope to make a genuine difference to education and in which they can gain pride in having added leadership capacity to the schools they work with. For those wishing to progress through this system, there will be clear routes for progression that are manageable as a volunteer and provide them with genuinely transferable experience.

### 4) Key Strategies

- a) Use of adapted versions of all staff CPD strategies** - This model will result in a form of appraisal being adopted by governors that suits the expectations of a volunteer network.
- b) Use of regular link training events** - Open more widely to neighbouring schools  
Link governors could cycle through a comprehensive two-year programme.
- c) Use of the SMART learning model as the learning tool in Governance** -  
Through the identification of key words and concepts the role of the governors can be more explicitly set out and developmental.
- d) Use of a structured governor toolkit** - Systematic review and evaluation of the tools' governors use should occur annually so that their role becomes more and more supported over time.
- e) Continuous improvement in the use of benchmarking data** - The accessibility of benchmarking data is critical for effective governance. The use of RAG (Red Amber Green) ratings on the financial model has enabled governors to direct financial questions with confidence. A similar accessibility model will be applied to all data used by the schools.

#### 4) Methods and Impact measures

<p><b>a) Use of adapted appraisal methods</b></p>	<ul style="list-style-type: none"> <li>- Chairs and Vice Chairs conduct one to one meetings with some or all of the members of their LGC team. The number of these and their usefulness through anonymous or otherwise feedback so their 'appraisal' system improves over time and is seen more as a support than a burden.</li> <li>- Increase in the number of effective challenge questions.</li> </ul>
<p><b>b) Link meetings are used to enable the sharing of practice between governors and Trustees.</b></p>	<ul style="list-style-type: none"> <li>- Feedback from LGC as to effectiveness of this approach.</li> <li>- Responses to feedback over time show improvement as system adapts.</li> <li>- Increase in the number of effective challenge questions.</li> </ul>
<p><b>c) Use of the SMART learning model to support governors</b></p>	<ul style="list-style-type: none"> <li>- Knowledge organisers are used in each area of governance.</li> <li>- No-blame checks on how well key terms have been retained.</li> <li>- Concept progressions are used to map out how governor understanding is expected to develop over time.</li> </ul>
<p><b>d) Annual and exit review process is used systematically</b></p>	<ul style="list-style-type: none"> <li>- Annually all governors (and when they leave) complete an online task that asks for feedback in all aspects of their role. Governor projects are evaluated against these.</li> <li>- Numbers of governors in post and involvement in panels are used as data to evaluate recruitment and retention.</li> </ul>
<p><b>e) Conversion of all data to a RAG format to enable questioning and holding to account</b></p>	<ul style="list-style-type: none"> <li>- Annual survey of data provided to check all is presented in a way that enables challenge.</li> <li>- An increase in the number of effective challenges appearing in minutes.</li> <li>- More frequent identification of excellent LGC questions as highlighted by senior staff.</li> </ul>



## SMART Communities



We believe in the power of local communities and that by working closely together we become greater than the sum of our parts. As schools we appreciate our central role in civic society and are committed to proactively removing barriers to co-operation for the benefit of all children in South East Cornwall.

<b>E</b> xpect	Everyone has the right to feel a sense of belonging in their community, to feel safe and respected for who they are
<b>Q</b> uestion	Everyone has the right to engage in local issues and play their part in civic society as per the UN Convention on the rights of the child
<b>U</b> nderstand	Everyone has the right to hold their leaders to account and understand how society operates on their behalf
<b>I</b> nspire	Everyone has the right to be inspired by a shared vision for their community.
<b>P</b> raise	Everyone has the right to news and information that promotes the extensive positive acts occurring every day in their community

## TSP5: Developing Engaged Citizens

### Key Drivers and Indicators:

- Engagement in each school of Trust Student Council.
- Engagement by students of leadership opportunities offered.
- Number of children who feel they have had the opportunity to engage.
- Organisations outside of school that have been positively impacted.
- Out of school volunteering.
- Positive stories of peer learning and support.
- Peer review observations.

**Long-term goal:** All the schools in the Trust will comprise safe, caring, positive and enabling communities of learners. These communities will not only enable more effective learning but will also act as a model for social cooperation and community cohesion. These links to the wider society will be supported by all schools actively enabling their learners to engage in their communities outside school and hence exercise their skills in the community both before and after they leave school. The sense of belonging to their community should result in greater engagement as adults and the retention of more of our most talented and engaged citizens in the area.

### 5) Key strategies

- a) Active teaching of a curriculum for social, emotional and cultural skills -**  
The learning model will be used in the active teaching of SECRET skills as they relate to learning behaviours. This will be integrated across the school in all elements of the curriculum and 'hidden curriculum'. Poor behaviour choices will be reframed as opportunities to challenge understanding and develop behaviours that serve the individual and the community more constructively.
- b) The use of positive specific praise by children and adults -** Praise will be used to reinforce learning of behaviour concepts.
- c) The development of representative student voice -** All children in all schools in the Trust will have access to students who they are confident can represent their views with decision makers.
- d) The use of positive role modelling and peer leadership -** Training in peer leadership will be available to all students who value it through a series of opportunities that have sufficient status in the community to ensure their involvement is influential and positive as well as providing them with valuable lifelong leadership training.
- e) The engagement of student voice in local and global community action -** Active pursuit of opportunities for students to extend the skills developed in school in the service of their local community.

## 5) Methods and Impact measures

<p><b>a) Active teaching of social, emotional and cultural skills by all staff consistently</b></p>	<ul style="list-style-type: none"> <li>- Tracking of relationship and behaviour data shows improvement over time.</li> <li>- Use of reflection comments written by pupils show deeper understanding over time.</li> <li>- An audit of which SECRET skills at which levels are currently available for pupils to practice.</li> <li>- Agreement between self-assessment and (hidden from pupil) teacher assessment.</li> </ul>
<p><b>b) Use of positive and specific praise by pupils and adults 'positive framing'</b></p>	<ul style="list-style-type: none"> <li>- Observation feedback on the use of praise in and out of classrooms.</li> <li>- Number of positive feedback events following observations.</li> </ul>
<p><b>c) Use of methods to obtain representative student voice such as full class discussions of pre prepared questions</b></p>	<ul style="list-style-type: none"> <li>- Full minutes of discussion outcomes are published publicly.</li> <li>- Number of decisions leading to policy of funding changes is published and regularly updated.</li> <li>- Pupil responses to governors and reviewers are shared regularly. Percentage of engagements that involve students continues to increase.</li> <li>- Total value of expenditure influenced by student voice is recorded over time.</li> <li>- Impact in terms of SECRET skills is measured.</li> </ul>
<p><b>d) Multiple opportunities for interested pupils to lead groups or projects</b></p>	<ul style="list-style-type: none"> <li>- Number of pupils receiving training increases.</li> <li>- Number of pupils actively engaged increases.</li> <li>- Number and scope of opportunity increases.</li> <li>- Reliability of student engagement increases due to better infrastructure.</li> <li>- Impact in terms of SECRET skills is measured.</li> </ul>
<p><b>e) Extended leadership positions in school and in the community are actively sought and exploited.</b></p>	<ul style="list-style-type: none"> <li>- Number of pupils leading groups of students increases.</li> <li>- Profile of student leaders in press, locally and with parents increases.</li> <li>- Number of curated opportunities involving other businesses in the area in which student opinion or expertise is supported to play a role increases.</li> <li>- Number of international virtual projects increases.</li> <li>- Impact in terms of SECRET skills is measured.</li> </ul>

## TSP6: The Trust as a Positive Civic Entity

### Key Drivers and Indicators:

- Attendance and TAS and similar networking opportunities.
- Number of positive links arising from networking.
- Perception surveys of local environment.
- Engagement of staff in volunteering and local community action.
- Provision of events for the community.
- Provision of training and support services for the community.
- Role within wider Cornwall local authority and education group.

**Long term goal:** The Trust operates for all children in South East Cornwall and their families from pre-birth to employment regardless of their attendance at a SMART school. Within the limited budget available all schools play an enabling and positive role in the communities, acting as hubs for community action and engagement. In this way the life of the school becomes integrated within the community services and businesses that surround it.

Within the wider county, national and international community the Trust operates as an open organisation with a reputation for collaboration and professional knowledge sharing for the benefit of the community.

### 6) Key Strategies

- a) Support for local volunteering** - And engagement of staff in volunteer organisations including the Trust Boards and Governing bodies of schools outside of the Trust.
- b) Sharing of physical resources** - All schools in the Trust facilitate the use of premises and resources for the good of the local community.
- c) Active engagement with professional organisations** - All staff in the Trust will be encouraged to take an active role in networks that are established for the purposes of collaboration.
- d) Active commitment to the co-ordination of local charities and services** - Projects such as TAS (Team Around the School) in which the changing landscape of charitable and government organisations can coalesce around a reliable partnership with the school.
- e) Active involvement in parental education opportunities** - Close collaboration in learning between parents and schools enormously benefits all parties. Engaging parents in everything from baby yoga through phonics workshops to helping your child deal with the stress of university application.
- f) Active role in the reduction of abuse** - With domestic abuse impacting on 25% of families, awareness raising, positive response to projects such as encompass and a determination to care.
- g) Shared peer review and training opportunities across Trusts** - Working closely with other local Trusts and schools to share in their expertise,

## 6) Methods and Impact measures

<p><b>a) Active encouragement for staff wishing to volunteer in the community</b></p>	<ul style="list-style-type: none"> <li>- The number of staff involved is recorded and the impact of each is collected to encourage further involvement.</li> <li>- Experience of staff is collected to improve the experience of those volunteering in school.</li> </ul>
<p><b>b) Sharing of physical resources</b></p>	<ul style="list-style-type: none"> <li>- Number of bookings increases.</li> <li>- Facilities used for booking increases.</li> <li>- Application of cross-trust resources.</li> <li>- Effectiveness and efficiency of materials and processes used for bookings and lettings is reviewed and impact of this assessed.</li> </ul>
<p><b>c) Active engagement in professional organisations</b></p>	<ul style="list-style-type: none"> <li>- The range of organisational membership is collected annually.</li> </ul>
<p><b>d) Active commitment to local charities and services</b></p>	<ul style="list-style-type: none"> <li>- Attendance at TAS meetings and follow up use of services.</li> <li>- Number of engagements in schools for charities.</li> <li>- Number of assisted referrals.</li> <li>- Charities assessment of how easy access has been facilitated by the school to community.</li> </ul>
<p><b>e) Active involvement of parents</b></p>	<ul style="list-style-type: none"> <li>- Number of informative events and attendance.</li> <li>- Number of collaborative events and attendance.</li> <li>- Number of hosted events or performances.</li> <li>- Number and uptake of parent support guides and web materials.</li> </ul>
<p><b>f) Active role in the reduction of abuse</b></p>	<ul style="list-style-type: none"> <li>- Number of engagements for supporting young people experiencing abuse.</li> <li>- Number of referrals of support achieved.</li> <li>- Number of staff awareness and training exercises to increase the number of adults supporting.</li> </ul>
<p><b>g) Peer review and training across Trusts</b></p>	<ul style="list-style-type: none"> <li>- Number of staff attending visits of schools in other Trusts.</li> <li>- Number of staff visiting from other Trusts and sharing ideas and expertise.</li> <li>- Number of staff and number of engagements in which our Trust is represented.</li> </ul>

## SMART Business



We believe that by working collectively we can improve the learning environments and working environments of all schools in South East Cornwall regardless of the Trust/LA they are in. We believe through collaboration at scale and excellent business practices we can achieve efficiencies that direct the highest proportion of our funding back into front line learning.

<b>E</b> xpect	Everyone has the right to learn and work in safe, well cared for environments that they are proud to be associated with
<b>Q</b> uestion	Everyone has the right to propose new solutions and question the processes used in the delivery of services
<b>U</b> nderstand	Everyone has the right to full access to accounting information that will enable verification of our ethical principles
<b>I</b> nspire	Everyone who works in the support of educational services has the right to be inspired by a shared vision for their service.
<b>P</b> raise	Everyone who works in the support of education has the right to have their contribution to the team recognised.

## TSP7: Scalable Business Services

### Key Drivers and Indicators:

- Adoption of SLAs by those outside of the Trust.
- Total cost reduction achieved through combining services and internal staff.
- Number of staff achieving trained specialist status.

**Long term goal:** When compared to national benchmarks, all the core services used by the schools in the Trust will operate through a business model that allows them to operate to levels of efficiency and quality that are exceptional. This results in higher quality facilities for learning, more timely response times and a greater focus on funding into our core service of education. As Trust wide services, they can extend their provision to support local schools not in Trusts so that the benefits of scale can be enjoyed by a wider range of learners in South East Cornwall.

## 7) Key Strategies

- Trust wide ICT service SLA** - All schools in the same domain. Able to support schools outside the Trust with rolling programmes.
- Trust wide facilities and premises SLA** - As for ICT services.
- Co-ordinated training model** - Training routes brought together coherently under one catalogue and one system of allocation.
- Offer a range of models of engagement including EWO services** - Our mission of supporting all learners in South East Cornwall should mean that we don't base cooperation on an all or nothing model. We will develop a range of cooperation models from full joining to use of single SLA and all models in between so that schools wishing to retain independence can benefit from the presence of SMART in the area.

## 7) Methods and Impact measures

<b>a) Definition of an ICT service SLA and quality assurance measures</b>	<ul style="list-style-type: none"><li>- Data showing the number of tickets received and dealt with is evaluated against investment in service.</li><li>- Adoption of an additional school SLA outside the Trust.</li></ul>
<b>b) Definition of an estates and premises SLA and quality assurance measures</b>	<ul style="list-style-type: none"><li>- Data showing the number of tickets received and dealt with is evaluated against investment in service.</li><li>- Adoption of an additional school SLA outside the Trust.</li></ul>
<b>c) Development of a shared training model for all staff sharing expertise</b>	<ul style="list-style-type: none"><li>- SMART day participation data.</li><li>- A 'Catalogue' of all our recognised expertise and booking data for how much is used within the year.</li><li>- The number of staff in receipt of CPD they describe as effective is increased.</li></ul>
<b>d) Increase in diversity of service offer and SLA provision</b>	<ul style="list-style-type: none"><li>- EWO evaluation data is used to extend and advertise the service.</li><li>- Services such as bid writing and hosting of services.</li><li>- Total value of attracted funding for development.</li><li>- Number of services and systems that have moved from a fractured school-based model to a Trust wide collective model.</li></ul>



## TSP8: Excellence in Business Practice

### Key Drivers and Indicators:

- Quality revisions of the services contract.
- Quality assurance surveys in each school regarding ICT services.
- Quality assurance surveys regarding premises and estates.
- Annual audit both external and internal testing.
- Annual H&S check.
- Achievements against the condition survey programme.

**Long term goal:** Our Business Management Services Contract sets out all the business management operations in every school in the Trust and how the various roles and responsibilities work together to deliver these. Over the past five years this model has been incrementally improved each year. Our goal is to continue this pattern of review and improvement to continuously improve across all aspects of Business Management.

### 8) Key Strategies

- a) A common business development plan** - The formation of TOLT (Trust Operational Leadership Team) has enabled the first shared BDP. This will provide the five year and one-year plans across all the services in the Trust.
- b) Benchmarked reporting** - We will make all the business services comparable to benchmarked measures so that we are able to provide Trustees, Governors and School Leaders with reliable comparative data to aid decision making and resource allocation.
- c) Policy Framework** - Continuous improvement within the policy framework will enable a set of policies which are increasingly accessible to all members of staff and the wider community. Systems such as flow charts, simplified language and accessibility are being applied through the annual review process.
- d) Safeguarding practice** - Continuous improvement and annual reflection on methods has led to the successful application of peer review, DSL collaboration and random sampling. Safeguarding will remain a priority for all sites together with active annual review and improved training and induction for staff.

## Methods and Impact measures

<p><b>a) Use of a commonly agreed BDP</b></p>	<ul style="list-style-type: none"> <li>- Number of questions from governors holding to account developments.</li> <li>- Proportion of the plans which are achieved.</li> <li>- The proportion of work planned within the BDP and from outside moves towards the BDP being a better predictor.</li> </ul>
<p><b>b) Benchmarked Reporting</b></p>	<ul style="list-style-type: none"> <li>- All risk moderation and compliance data is presented as RAG and the number of compliance failures is monitored through this method showing year on year improvement.</li> <li>- All data is in line with or better than national average figures other than those places where a clearly defined business need has resulted in intentional deviation from these standards.</li> </ul>
<p><b>c) Use of a policy framework</b></p>	<ul style="list-style-type: none"> <li>- The number of policies out of date decreases and is reduced to zero over time.</li> <li>- The number of staff engaged in owning and updating policies increases without loss of compliance.</li> <li>- Staff owning policies are self-prompting hence the number of reminders and prompts issued decreases to zero.</li> </ul>
<p><b>d) Improved safeguarding practice</b></p>	<ul style="list-style-type: none"> <li>- Safeguarding peer reviews show year on year improvement.</li> <li>- Common SCR and common procedures mean that no SEF statements for safeguarding are less than good at any time.</li> </ul>

## Key Documents Referred to in this plan

Key document	Explanatory notes
<b>The SMART learning model</b>	This sets out our current understanding of how people learn based on current professional reading and research. It sets out as clearly as possible the language that we all use across the Trust in discussing learning.
<b>The Business Management Services Contract</b>	This sets out all of the core business functions of the Trust and as exactly as possible, sets out the core responsibilities of each role in delivering these. It is updated whenever there is a change in structures in the Trust.
<b>SMART Expected Standards</b>	This sets out the expectations of all roles across the Trust in terms of broad job descriptions, agreed standards and the leadership ladders that define the expectations of leaders at all levels.
<b>SMART Policy Framework</b>	This is the collective term for all of the policies that have been agreed through negotiation with staff, unions, governors and Trustees. They summarise the protocols within which we operate. An increasing number of these are written as one policy which covers all schools. These appear on the Trust website. There are still policies that apply to only one school. These appear on the website of that particular school.
<b>School Development Plans (SDP)</b>	These are written and owned by each school. They describe any new developments that are occurring over the next five years with a particular focus on the next 12 months. Some schools have separate plans for each department or role.
<b>Business Development Plan (BDP)</b>	This is managed by TOLT (Trust Operational Leadership Team) and explains new developments over the next five years with a particular focus on the next 12 months.
<b>Scheme of Delegated Authority (SODA)</b>	This sets out as precisely as possible, the individual roles and responsibilities of all Governors and Trustees as well as the responsibilities of staff in terms of governance. Ultimate authority is held by the Trust but there is clearly a need to delegate some of these responsibilities and this document sets out how this is achieved and who has this delegated authority
<b>Dynamic Heads Report</b>	This is updated termly and summarises current key operational and developmental data. All items are benchmarked and refer to more detailed documents. Governors and Trustees can use this to identify areas where greater investigation may be needed and hence this directs them to the more detailed documents underpinning this.
<b>Risk Register</b>	This sets out the main risks that could prevent this five year plan from being realised or achieving its goals and how these risks have been mitigated against.
<b>SECRET Skills</b>	This sets out our general definition of the skills that underpin all learning. It is written for use by learners and is used as the starting point for departments defining disciplinary skills.

## **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 TSP 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 TSP will include the following key milestones:

### **April**

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

### **May**

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

### **June/July**

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

### **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 TSP
  - Staff evaluate their STAR projects to include them in their PM
  - Exams analysis and final review of the SDP and TSP 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 TSP are RAG rated to share with LGC and TB

### **March**

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

## References and further reading

“I cannot remember the books I’ve read any more than the meals I have eaten; even so, they have made me.” —*Ralph Waldo Emerson*

“I’m really proud to be part of a Trust that understands how vitally important professional reading is and the professional discussions I have had over the past 18 months have rekindled my excitement for learning” – *Response in the anonymous annual SMART day survey.*

The following is not a complete list of all of the professional reading and discussions that have shaped this document and the work of the Trust more widely, but it is a useful starting point.

None of the books or articles cited reflect the whole thinking of the Trust. We have drawn from each and, often strongly, refute some of the ideas in each. Hence this is not an endorsement of any of the listed authors, rather a recognition that part of their thinking has shaped our own or sparked useful professional dialogue.

In our Trust, any member of staff can be given any educational book at any time providing they donate it afterwards to the staff library and do a short summary for the website on the impact it had on their practice. To read some of these reviews please follow this link: [Reviews | SMART Trust \(smart-trust.net\)](https://www.smart-trust.net/reviews)

Title	Key ideas we have taken from this
<b>Akala - Natives</b>	A challenge for how and why we should decolonise our curriculum that we have included in our equity section
<b>Allen, Becky - The Next Big Thing in school Improvement:</b>	Making the excellent point that there is no next thing and we must resist the urge to jump from initiative to initiative. This is the basic premise of a five year plan.
<b>Anders Ericsson, K. - Peak: Secrets from the New Science of Expertise</b>	
<b>Bates, Laura - Men who hate women</b>	A very challenging and useful research piece. Chapter 5 is perhaps what all teachers should know as it relates to the exposure to radical misogynistic ideas that, it argues, most of our children are currently being exposed to via online algorithms.
<b>Bayford, Abby - Letter to my NQT self</b>	
<b>Bennett, Tom - Running the Room:</b>	Tom Bennett is making sense of the research together with the rest of us and although he makes conclusions we would not support in some areas, the scope and challenge is always useful.
<b>Berger, Ron - An Ethic of Excellence</b>	The importance of expectations and purpose in every classroom based on the passion and inspiration of the teacher being the building block for success

<b>Blakemore, Sarah-Jayne - Inventing ourselves</b>	Her work on the role of peer influence has been really useful in reminding of the vital importance of engaging peer learning within our schools.
<b>Brighthouse, Tim and Mick Waters About our Schools</b>	A massive volume of work covering most thinkers in education. Useful in uncovering thinkers not yet considered.
<b>Brown, Roediger and McDaniel - Make it stick:</b>	Assists in the thinking behind the early stages of our learning model in which the introduction of key terms and the use of retrieval practice for fluency is a key part including the place of low stakes tests.
<b>Coalter, Mandy - Talent Architects</b>	Leadership at every level (P28), her definition of the difference between mentoring and coaching (P36), her quoting of H. Pink (2009) autonomy, mastery and purpose for all employees. Redefining contribution in terms of impact.
<b>Crehan, Lucy - Cleverlands</b>	The link between the Finnish system of education and H. Pink – how examination data is kept in its place as part of the overall standards picture. Reduction in curriculum content in e.g. Japan and impact on student understanding
<b>Dalio, Ray - Principles</b>	Although he appears unaware of the enormous potential harm of venture capital and 'hire and fire' methods, many of the other underpinning principles he summarises, carry over well to education.
<b>Eddo Lodge, Reni - Why I'm no longer talking to white people about race</b>	As with the work by Akala, these accounts have been extremely helpful in the need for curriculum change
<b>Enser, Mark - Teach Like Nobody is Watching</b>	
<b>Esner, Zoe - The CPD Curriculum; Creating the conditions for growth.</b>	
<b>Feldman-Barrett, Lisa - How Emotions are made</b>	Most powerful idea is probably that people cannot express an emotion they can't name. The role of extending vocabulary in emotional regulation.
<b>Goldacre, Ben - Bad science</b>	Build into our guides against 'snake oil' and how we ensure we ask the right questions about new initiatives.
<b>Gonski Report 2018 on improving the Australian school system:</b>	<a href="#">Link</a> : A wide ranging report from which we could check our model for student involvement and for professional learning communities such as through SMART day. It verifies our insistence on collaboration is sound. Articles referencing the Gonski Report: <a href="#">Link</a>
<b>Goodwin, David and Oliver Caviglioli - Organise Ideas: Thinking by Hand, Extending the Mind</b>	
<b>Higashida, Naoki - The Reason I Jump</b>	
<b>Hill, Jess - See what you made me do</b>	Far reaching research into understanding domestic abuse and what changes in policy may help the 25% of children locally who experience it annually.
<b>hooks, bell - Feminism is for everyone</b>	An incredibly deep thinker who challenges where we are not yet doing enough to address gender inequality. Her question about how we educate

	boys into a positive model for 21 <sup>st</sup> century was perhaps most useful.
<b>Howard, Kat - Stop Talking about Well-being:</b>	Much of our emphasis on ensuring that all staff are consulted on changes that impact them and given the freedom to innovate securely, are reflected here.
<b>Howard, Kat and Clare Hill - Symbiosis:</b>	An enormously important piece of work bringing together the core role of curriculum middle leaders as the engine room and how we refocus on supporting them
<b>Illich, Ivan - Deschooling Society</b>	Reminding us of the key role of peer learning and leadership at all levels rather than a too heavy focus on the central 'experts'
<b>Johnson, Dr Spencer - Who moved my Cheese</b>	
<b>Jones, Kate - Love to teach:</b>	
<b>Lemov, Doug - Teach like a Champion</b>	A useful list of techniques used effectively in most classrooms around the world. Not many research references to their impact so they should be selected from rather than used as a blueprint.
<b>Liker, Jeffrey and Gary L. Convis - The Toyota way to lean leadership</b>	Leadership at every level is a useful model as is our adoption of the Shu, Ha, Re model for learning which integrates well into our own model.
<b>Lundin, Stephen C - Fish</b>	
<b>Mansworth, Megan - Teach to the top</b>	
<b>Martin, Roger L. Playing to win</b>	This was very popular for a time in describing 'where to play' for Trusts. The most transferable sections are in terms of active listening (to students and others in our case) for improvement.
<b>Myatt, Mary - Back on Track: Fewer Things, greater depth.</b>	An excellent thinker who has shaped much of our thinking about change. This has reinforced the use of pocket guides and key to our drop to 8 from 12 areas.
<b>Myatt, Mary - The Curriculum: Gallimaufry to Coherence:</b>	One of the most important ideas is the emphasis on having regular deep discussions about pedagogy at all levels.
<b>Myatt, Mary and John Tomsett - Huh: Curriculum conversations between subject and senior leaders:</b>	Interesting to hear a variety of views and opinions from a variety of subject leaders without an attempt to link to closely to any particular research.
<b>Nisbett, Richard E - Mindware tools for smart thinking</b>	Possibly the most useful element is the discussion in chapter 16 of how to make sure that reductionism does not result in the bigger vision being lost.
<b>Peters, Prof, Steve - The silent guides</b>	The Chimp model for understanding behaviours and decisions is useful providing it is not taken too literally. These guides apply the ideas to schools.
<b>Quigley, Alex - Closing the reading gap, and Closing the vocabulary gap</b>	Bringing together key research to support how, practically we address the tier 2 and tier 3 vocabulary gaps at the heart of disadvantage.
<b>Rathgeber, Holger and John Kotter - Our Iceberg is Melting - organisational change</b>	
<b>Robinson, Vivianne - Reduce Change to Increase Improvement:</b>	



<b>Schwartz, Barry - The paradox of choice</b>	Useful research showing that increasing the choice increases cognitive load and paradoxically results in fewer choices, less confidence and less ownership. Our use of scoping and framing is influenced by this.
<b>Senge, Peter - The Fifth Discipline</b>	5 disciplines for organisations that self improve. Shared vision, personal mastery, mental models, dialogue and systems thinking.
<b>Sinek, Simon - Start with Why</b>	Making sure that all changes we make refer very clearly back to our intent and why we believe it will positively impact the life chances of staff and students.
<b>Small, Iesha - Unexpected leader</b>	
<b>Sobel, Daniel - The Inclusive Classroom</b>	
<b>Sparrow, Malcolm - Fundamentals of Regulatory Design</b>	Our designs for risk management and risk mitigation as well as redesigning to avoid top down regulation
<b>Srickland, Sam - Education Exposed (1, and 2)</b>	Each chapter covers an area of outstanding school leadership, although based on relatively few authors, a good set of challenges we needed to ensure we met.
<b>Thorn, Jamie - A Quiet Education: Challenging the Extrovert Ideal in our schools</b>	Ensuring that we establish systems that meet the needs of all staff and students and enable those that are quiet and introverted achieve belonging and impact.
<b>Uttley, John and John Tomsett - Putting staff first</b>	
<b>Various - EEF (Education Endowment Fund) model for implementing effective change</b>	<a href="#">Link</a> : This excellent piece of work has shaped our direction in terms of school development planning. We currently use the advice in this guide as the basis of our stages of development of new initiatives
<b>Various - OECD SEG Model for complex governance</b>	<a href="#">Link</a> : This provided really useful criteria for rethinking the roles of governance and the structures that we should be considering to support these vital functions and build expertise.
<b>Weinstein, Yama and Megan Sumeracki and Oliver Caviglioli - Understanding How we Learn - A Visual Guide</b>	

## Appendix 1 – Outcomes from year 1

The monitoring plan was presented to the Trust Board and signed off in Autumn term 2023. Each school reported on its progress towards the common Trust goals. This detailed report is confidential to Trust Board.

Key notable non confidential points from this report include the following:

### Positive achievements

- 83% of staff reporting that appraisal processes for development were effective.
- Landulph outcomes return to national average whilst Dobwalls and Trewidland achieve 7% above national average for the first time.
- Liskeard P8 increases by 0.15 taking it just above the local average and just below national.
- 91% success rating for SMART day training.
- New Trust Board Chair.
- Considerable praise for Saltash PHSE approach and related values.
- CEP established.

### Existing or new concerns

- Considerable absences from GCSE examinations in Saltash and Looe decreasing Saltash P8 overall to -0.45. Requested external support to reset staff and student attendance.
- Double RI coasting assessment of Saltash in December OFSTED so begins DfE rapid improvement plan.
- OFSTED visited Landulph during the period of considerable SLT disruption and will be returning next year to complete a section 5.

## Appendix 2 – Outcomes from year 2

The monitoring plan will be presented to the Trust Board and signed off in Autumn 2024. Each school reported on its progress towards the common Trust goals. This detailed report is confidential to Trust Board.

Key notable non confidential points from this report include the following:

### Positive achievements

- Awaiting final assessment.

### Existing or new concerns

- Awaiting final assessment.