



Northumberland Church of England Academy Trust - Strategic Development Plan September 2019

Our Vision: Enabling everyone in our communities to let their light shine



| What are we aiming to achieve? | How do we plan we achieve this? 2019-2020 | How do we plan we achieve this? 2020-2024 | How will we know we have achieved this? |
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| <p>Creating a culture which is deeply Christian, inclusive, nurturing and aspirational</p> <p>1a. We will support and inspire pupils to achieve the highest levels of academic attainment, progress and personal development.</p> | <ul style="list-style-type: none"> Implement One Vision Plan to improve Duke's outcomes. External support to increase pupil motivation and aspirations in Duke's. Use Kirkland Rowell pupil feedback to identify key issues for support in each school. | <ul style="list-style-type: none"> Continuation of One Vision plan for Duke's. Develop and refine individual pupil tracking and subsequent interventions, making use of EEF toolkit | <ul style="list-style-type: none"> DfE progress measures for all schools at least national average Attainment gaps are closed for sub-groups of pupils |
| <p>Educating for wisdom, knowledge and skills</p> <p>2a. We will secure high quality teaching and learning, delivering a rich, broad curriculum in each school that meets the needs of all pupils and equips them for their next phase of education.</p> <p>2b. We will ensure that we have effective induction and transition at all stages to maximise the impact of all through education.</p> | <ul style="list-style-type: none"> Curriculum principles agreed and used for each school so that a long term trust curriculum plan from EYFS to Y13 is developed for each subject. Specific and focused CPD develops teacher knowledge skills and is continuously reviewed, evaluated & adapted Review of all transition systems, especially KS2 to KS3. Introduce Y7 transition residential and Y6 to Y7 transition book transfer. | <ul style="list-style-type: none"> A research led model for continuous improvement of teaching & learning becomes embedded. New 6th form curriculum model in place to ensure successful & sustainable provision. All primary schools and campuses will have a 2 year old provision to support early intervention. | <ul style="list-style-type: none"> Pupil and parent voice surveys show improvements in quality of education provided OFSTED judgements are 'Good' or better for existing schools (first re-inspection for new schools) and Outstanding for EYFS. Pupil premium funding has a significant impact on progress, attainment and destinations. |
| <p>Working with hope and aspiration</p> <p>3a. We will have a 'no excuses' culture, promoting aspiration and social justice to create high expectations amongst our pupils and parents.</p> <p>3b. We will develop employability skills through excellent careers education, effective engagement so pupils have regular and meaningful opportunities to learn about the range of careers available to them.</p> <p>3c. We will develop the self-worth of our pupils, so each feels valued as individuals with an important contribution to make, and will learn to value others leading to stronger communities and a healthier society.</p> <p>3d. We will have a cross-curricular focus on communication skills across the phases, so that our pupils leave us as confident communicators.</p> | <ul style="list-style-type: none"> Updated Vision & Mission statement articulates high aspirations for all pupils but documents and policies reviewed so aspirations are clear in all communications. Review of progress towards Gatsby secondary benchmarks, with 3 year plan to achieve. Bishop's to participate in Gatsby primary pilot. Home support for pupils who are poor attenders. Review and revise PSHE programmes in light of changes to SRE. NCEAT Literacy Strategy is implemented. Primary oracy project introduced and Accelerated Reader used Y5 to Y9. | <ul style="list-style-type: none"> Review, refine and improve behaviour for learning culture. All Duke's pupils will undergo at least one high quality work experience placement. 3 year plan to achieve Gatsby for Bishop Intensive support for vulnerable families available at each campus. Develop peer leadership opportunities. Reading ages closely tracked and any pupil falling behind is given intensive support to catch up. Interventions are improved so exclusions are reduced | <ul style="list-style-type: none"> Increase & of pupils progressing to higher education and apprenticeships from 2018 benchmark Fixed term and permanent exclusion rates are below national Pupil attendance at extra-curricular activities increases, especially for the PP cohort Sixth Form is self-funding Duke's achieves all Gatsby benchmarks by 2023 Bishop's achieves all Gatsby benchmarks by 2025 Staff and pupil voice surveys Improved attendance figures, including persistent absence Increased attendance at extra-curricular clubs, especially for vulnerable pupils High quality classroom environment for temperature, facilities and space Feedback from staff and pupil surveys shows improvement in well being Staff retention figures improve Staff survey feedback, including questions on CPD and career development Parent and staff surveys show improvements in % indicating that communications are effective Parental surveys show increase in % for parental understanding of their child's progress and ability to support their child. Local Governing Bodies are effective in their support and challenge for each school Trust growth in line with plans Proportion of top-slice decreases 2020 to 2024 An efficient and effective school estate enables delivery of education services across the Trust. Finance management & controls are robust. Financial forecasts demonstrate stability and growth with no deficits across the Trust HR systems and processes are safe, transparent, supportive and efficient. IT infrastructures are fit for purpose, secure and accessible. |
| <p>Developing an inclusive learning community</p> <p>4a. We will set clear expectations for good behaviour for learning and respect towards others so that all pupils can learn with dignity.</p> | <ul style="list-style-type: none"> Implement aspirational behaviour for learning culture in Duke's Pastoral support development for relationship building and 'sense of belonging' to improve attendance and behaviour, reducing exclusions. | <ul style="list-style-type: none"> Age appropriate pupil voice is used coherently to feedback and help improve provision. 'Cultural capital' offer is reviewed and expanded | |
| <p>Supporting a rich extracurricular life</p> <p>5a. We will provide an engaging learning experience both in and out of lessons so that pupils enjoy and value school and attend well.</p> | <ul style="list-style-type: none"> Invest endowment and pupil premium funding creating opportunities/experiences that may otherwise be out of reach. We will set out our NCEAT 'cultural capital' offer. | <ul style="list-style-type: none"> Develop stronger collaboration with other professionals, particularly health, to deliver more interventions on site. | |
| <p>Investing in our people</p> <p>6a. We will develop effective strategies to improve wellbeing for pupils and staff, including supporting good mental health, active and healthy life styles and a good work-life balance.</p> <p>6b. We will attract, develop and retain talented staff and become an employer of choice, with clear career progression opportunities through CPD and opportunities within the MAT structure.</p> <p>6c. We will provide high quality CPD and appraisal to promote a professional learning culture, so that our staff have the right skills to raise standards further and can share their expertise.</p> | <ul style="list-style-type: none"> Use Kirkland Rowell data to create joined up well-being strategies for pupils & staff. Identify and implement a strategic approach to improving mental health for pupils and staff e.g. Healthy Minds or Better Mental Health at Work Use Kirkland Rowell feedback to create action plan to improve staff engagement. Create new recruitment pack, digital brochure and new staff handbook. Plan strategic CPD programme to motivate, upskill and develop all staff. Use funding from One Vision and TSP to increase CPD quality. | <ul style="list-style-type: none"> Teacher career development pathway in place. Each school has safe and engaging environment to learn and work and the central team is relocated. CPD programme becomes driven by evidence based practice from EEF and includes coaching and mentoring to support reflective practice. | |
| <p>Serving our communities</p> <p>7a. We will have clear, effective and regular communication with all stakeholders about the Trust's progress towards its vision.</p> <p>7b. We will support parents so that they know how their children are doing, have the opportunity to contribute and understand how they can best help their children improve the standard of their work.</p> <p>7c. We will find the right mix of expertise and local community representation in the governors we appoint to hold each school to account for providing the very best for every pupil.</p> <p>7d. We will expand our provision in a measured and sustainable way to support local communities.</p> | <ul style="list-style-type: none"> Undertake a community perception survey. Develop & implement PR and communications plan to engage parents, pupils & communities. Use Kirkland Rowell feedback to identify key issues for parents and begin to tackle these. Use new LGBs to develop parental engagement. Create successful and sustainable LGBs for our schools. Increase governor capacity, develop succession planning but preserve team ethos. Add another primary school to NCEAT by July 2020, reflecting our confidence in existing strengths here. | <ul style="list-style-type: none"> Appoint to a communications role to develop a proactive model for communications. Reporting systems reviewed and refined through LGB consultation with parents and pupils. Trust Board is portfolio based - expertise & accountability. Governor Mark further improves impact of governance. Add 3 primary schools and expand primary provision in Ashington for growing population. | |
| <p>Acting with integrity</p> <p>8a. We will embed a culture of ongoing quality improvement, with rigorous and robust quality assurance for continuous improvement.</p> <p>8b. We will find creative solutions for efficient and effective management of resources to improve outcomes for pupils through joint procurement to achieve value for money and economies of scale.</p> | <ul style="list-style-type: none"> H&S SLA in place and appoint Compliance Officer (internal) New risk management procedures introduced. External Whistleblowing service in place New servers and improved Wi-Fi in place. Internal 'SLAs' set out Central Services offer to schools. Clear Central Services KPIs agreed. | <ul style="list-style-type: none"> Develop processes / services > better value for money. Appoint a dedicated school improvement lead to create capacity. Top slice for each school set as % of income. Specific estates development plan for each school. | |

