



S Serving our Community
 G Growing Together
 E Enabling Excellence
 T Trusted

Executive Headteacher Katie Jones



[Clee Hill Community Academy](#)

Headteacher
 Mrs C. Little



[Cleobury Mortimer Primary School](#)

Headteacher
 Mrs S. Desborough



[Lacon Childe Secondary School](#)

Headteacher
 Mr N. Turner



[Stottesdon CofE Primary School and Nursery](#)

Headteacher
 Mrs K. Jones

Shropshire Gateway Educational Trust Improvement Plan

September 2023 – September 2025

PLAN HAS BEEN REIVEWED BY SGET HEADS ON:

SGET – The Shropshire Gateway Educational Trust; HB – Head’s Board; LGB – Local Governing Body; TIP – Trust Improvement Plan

The TIP has been created from a combination of analysis of where we are now (self evaluation – ofsted framework – external reviews and audits - Heads board questionnaire) and benchmark guidance such as DFE information on high quality Trusts (headings used) ; MAT assurance framework.

The Academy Headteacher’s Board is:

Katie Jones	Executive Headteacher and Headteacher	Stottesdon C of E Primary School and Nursery
Ceri Little	Headteacher	Clee Hill Primary Community Academy
Sarah Desborough	Headteacher	Cleobury Mortimer Primary School
Noah Turner	Headteacher	Lacon Childe School
Gill Bradley	Head of Finance, Business and Operational Organisation	Lacon Childe School

Key Performance Indicators:

- Pupils in all schools receive at least a good education (as judged by SEF, External Consultants, Stakeholders and Ofsted judgements)
 - Every child meets their potential (attainment and achievement, skills, qualities and aptitudes, narrowing of gaps)
 - Provision supports families, widens experiences and promotes well being
 - The trust is financially sustainable to support the above
 - Staff are proud to work at the Trust and consider it to be an exciting and purposeful place to be

Priority 1		High Quality and Inclusive Education				
Headline objectives:	<ul style="list-style-type: none"> - All children benefit from a broad and ambitious curriculum - All children benefit from high quality teaching and learning of the curriculum - Leadership of teaching and learning is prioritised as the most important improvement activity 			Headline success criteria	Children know more and can do more. They are ready for their next phase of education	
Objective (What)	Actions (How)	Resources: Led by (Who) Costs CPD	Timescales (When)	Success criteria (Goal)	Monitoring and Evaluation against success criteria (Who/Example Questions)	
	<input type="checkbox"/> = not started <input type="checkbox"/> = on track and impact <input type="checkbox"/> = begun <input type="checkbox"/> = off track			<input type="checkbox"/> = good impact <input type="checkbox"/> = some impact <input type="checkbox"/> = no impact		
Intent: All schools have a carefully constructed curriculum which is well understood by all who deliver it: Substantive knowledge/component parts are clearly mapped out and support: <ul style="list-style-type: none"> - progression; manageability of chunks; - development of schemata; - vocabulary growth; retrieval (spiral/interleaved approach); - reading; - cultural capital and British Values as appropriate. 	First <ul style="list-style-type: none"> - Schools engage in DPSI (Diane Pye School Improvement consultancy and training) - Pupils who find reading difficult get precise support across the Trust <ul style="list-style-type: none"> o culture of not letting children fall behind o If pupils at KS2/3 have RA of 8/9 (using standardised test) diagnostic assessments of need should identify gaps and areas of support (SSP; speed; fluency; comprehension). Trust to explore tracking these groups of children across us. o Pupils who have not met the phonic screening standards; standards at the end of Y2; standards at the end of KS2 should be precisely supported daily (reading framework e.g p. 76) 	Consultancy for each school: £2300 for each school (3 visits + initial training – SEND – Ofsted – curriculum design – Early Years) ‘Subject leader’, ‘progress in’ and ‘assessment in’ courses (£100 per subject) Subject leaders Curriculum development networks	Training: Autumn 2023 and ongoing for new subject leads Reviewing of curriculum: Autumn 2023 Cycle of consultant reviews: once per term Cycle of peer reviews: once per term from Spring 2023– Head’s board identify subjects	All children benefit from a broad and ambitious curriculum which enables them to know more and do more. Curriculum plans are carefully constructed, readily available and widely understood. Distributed leadership is grown amongst middle and senior leaders. They are empowered and supported with high quality professional development	Consultant Reviews termly Headteacher/SLT Quality Assurance EHT visits Peer Reviews termly How well is the curriculum constructed? (breadth, thoughtful approach, ambitious end points broken down to achievable chunks) How well is the curriculum understood by all? How does the subject support British Values/Cultural Capital? How are you prioritising the teaching of reading across the whole school? What monitoring is done to know there is consistency and the subject is having impact?	
Implementation: Teacher’s firm and common understanding of the school’s curriculum intent is clear and impactful in their practice. Teacher’s firm and common understanding of general and subject specific pedagogy is clear and impactful in their practice.	First <ul style="list-style-type: none"> - Appraisal targets value and target the quality and improvement of pedagogical skills (general and subject specific) and subject knowledge. - Schools have quality assurance programmes that are supportive, developmental and feed back into the appraisal targets. - The Trust develops a teaching and learning policy which is both active and has good ownership across the Trust 		All staff Appraisal leaders Subject leaders Headteachers and senior leaders	First: by end of October Next: plans begin in November Later: Summer 2024 on	Teacher’s continually develop their subject knowledge, general pedagogical skills and subject pedagogical skills* and this translates into improved curriculum teaching and children knowing more/doing more. Staff have a common understanding of what makes great teaching	Consultant Reviews termly Headteacher/SLT Quality Assurance and reports on Quality of Education to Governors Mid-term and final appraisal reviews How are you ensuring staff have a consistent approach to implementation and making sure all children achieve? Do lessons show the key learning? Do staff deploy pedagogical strategies to good effect?
	Next <ul style="list-style-type: none"> - Subject leaders review their mapped-out curriculum and ensure all staff are clear of mapping with accessible documentation - Consider cross phase reading progression of key texts – reading book clubs/bookfest 					
	Later <ul style="list-style-type: none"> - Cycle of consultant reviews - Establish cycle of peer reviews and formal log for Head’s board. Through this process the Trust grows distributed leadership and expertise. Head’s board to consider possible leads (Diane Pye – 3. Headteachers/SLT – 3. EHT – 3. Peer Reviews - 3) 					
	Next <ul style="list-style-type: none"> - The Trust pilots cross phase collaborative learning groups which self-evaluate and identify areas of improvement to work on in clusters. Outcomes and impact are reported to Head’s board 					
	Later <ul style="list-style-type: none"> - Upscale the collaborative learning groups as appropriate. 					

Across all parts of the schools, series of lessons contribute well to delivering the curriculum intent.					and learning through core principles informed by wide evidence based practice.	<p>Does learning have carefully thought-out progression – what they've learnt before and what they will learn next?</p> <p><small>*(how to teach topics in ways that learners can understand – what makes learning specific topics easy or difficult – instructional strategies – addressing student preconceptions, understanding, misconceptions – what to teach when – why/what/how to assess)</small></p>
<p>Impact:</p> <p>Assessment approaches provide clear info on what has been taught and understood. Where possible approaches are consistent across the Trust. The Trust has reliable data to inform self-evaluation.</p>	<p>First</p> <ul style="list-style-type: none"> - Arbor MIS is used to help assessment data feed into Governor and Director reports - Primary data points are consistent across the Trust through Arbor MIS - Primary colleagues collaborate on writing assessment models which are consistent and content specific per term. <p>Next</p> <ul style="list-style-type: none"> - Trial writing assessment models and consider impact on Quality of Teaching and Learning and consistency at moderation. - Primary colleagues share practice and consider collaboration on other assessment models for consistency. - Consider collaborative learning group on assessment approaches that inform practice within units and at the end of units. <p>Later</p> <ul style="list-style-type: none"> - Consider whether substantive concepts from curriculum maps are going to be used for tracking on Arbor - Extend moderation to other areas. - Develop a MAT policy to assessment, assessment tools and moderation 	English leads for each school Heads' Board	First: by end of Autumn Next: by end of Summer Later: Autumn 2024 on	There is a consistent answer to 'What do we want pupils to know and achieve?' in aligned areas. Assessment approaches provide clear info on what has been taught and understood. Information is well used by teachers to inform practice. The Trust has reliable data to inform self-evaluation. Impact is reflected in results from national tests and examinations that meet government expectations.	<p>Consultant Reviews termly Headteacher/SLT Quality Assurance and reports on Quality of Education to Governors Mid-term and final appraisal reviews</p> <p>How do we assure ourselves that our curriculum is supporting all pupils to know and do more? Are our assessment approaches providing clear info on what has been taught and understood? What happens with the information?</p>	
<p>Disadvantaged pupils:</p> <p>Pupil premium pupils close gaps with their peers as first quality teaching, recovery programmes, catch up monies and pupil premium monies are effectively used and have positive impact</p>	<p>First</p> <ul style="list-style-type: none"> - Trust establishes 2023 data set to provide a benchmark. - Explore other data measures in Arbor that are useful for a strategic approach e.g. participation statistics; termly data drops - Schools review their pupil premium strategies and set up for 23-24. - Head's board shares practice and collaborates on any common themes. - Plans and evaluations are shared with Governors. <p>Next</p> <ul style="list-style-type: none"> - Data drops consider the impact of work so far - Leadership quality assures with learning walks for pupil premium students – plans are updated as appropriate <p>Later</p> <ul style="list-style-type: none"> - Review impact at summative assessments 	Assessment/Pupil premium leads Headteachers All staff Arbor MIS	First: by end of October Next: plans begin in November Later: Summer 2024	Pupil premium pupils close gaps with their peers. The % attaining ARE increases.	<p>Headteacher/SLT Quality Assurance</p> <p>EHT visits</p> <p>Disadvantaged Governor</p> <p>What are the issues in your Trust/school and what strategically are you doing about them?</p>	

<p>SEND</p> <p>Schools are clear about how they ensure and know that SEN children are making good progress</p>	<p>First</p> <ul style="list-style-type: none"> - Where appropriate, SDP's include development areas from Hub reviews - All schools conduct an internal SEN review and SDP's include information, as appropriate, to ensure: <ul style="list-style-type: none"> o Class teachers are supported to understand the needs of pupils and to adapt the provision o Class teachers use Trust SEND curriculum intent guidance o Equal access to the age-related curriculum as appropriate to the child o Next step pathways and transitions are carefully managed well in advance o Observations and follow up conversations to see if expectations are in practice. 	<p>SEND leads and Internal audit materials All staff Arbor MIS tracking SEND Governors</p>	<p>First: by end of Autumn Next: plans begin in Spring – learning from Safeguarding model Later: Summer 2024 or 24/25</p>	<p>SEND children across the Trust are making good progress and achieving the best possible outcomes. They have the knowledge (incl. cultural capital), skills and abilities and apply this with increasing fluency, independence to succeed in life (either within the NC or a curriculum or comparable breadth and ambition). Schools are confident in how they are evidencing this.</p>	<p>Headteacher/SLT Quality Assurance EHT visits SEND Governor How do you ensure and know that children are making good progress? How are class teachers supported to understand needs of pupils and adapt the provision? Is there equal access to the age-related curriculum ? What decisions have you made about this? Why? What are opportunities that children move onto? Are they supported for these pathways? How is transition managed?</p>
<p>SAFEGUARDING</p> <p>The Trust targets collaboration on specific aspects of safeguarding. This has impact on schools to work strategically on need and show impact on children and families.</p>	<p>First</p> <ul style="list-style-type: none"> - Safeguarding Network meets termly to collaborative on systems, support, pathways and consistent reporting (this includes Early Help workshop/community meetings) - Supervision (CSO – create safer organisations) launches for DSLs. The Trust seeks feedback from both DSLs and CSO on the impact of this. - The My Concern dashboard is used to report to Governors and Directors and track impact. - Rates of suspension and exclusion improve (school behaviour developments have impact where appropriate) - The Trust considers how it can help with pathways for children with complex difficulties within attendance and behaviour e.g. 1 day a week programmes.... - Directors plan pilot of a Safeguarding Link Director Model 	<p>DSL/DDSL All staff My Concern Tracking Safeguarding Governors Safeguarding Director</p>	<p>First: by end of Autumn Next: Spring Later: Summer 2024 or 24/25</p>	<p>DSLs are supported to work strategically on issues</p>	<p>Headteacher/SLT Quality Assurance EHT visits Safeguarding Governor Consistent safeguarding reports</p> <p>What are the issues in your Trust/school and what strategically are you doing about them? What evidence of impact do you have? What are the systems, support and pathways for safeguarding? Is safer recruitment rigorous and understood by all? How do you keep all staff up to date with information and need? How do you support children and parents in understanding online safety?</p>
	<p>Next</p> <ul style="list-style-type: none"> - Establish link SEND Director role (see below) 	<p>SEND Director External Audit</p>			
	<p>Later</p> <ul style="list-style-type: none"> - Invite external SEND reviews across the Trust (Stotty and Clee Hill may do earlier) 				
	<p>Later</p> <ul style="list-style-type: none"> - Internal/external evaluation and planning of next steps 				

<p>ATTENDANCE</p> <p>Persistent absence data decreases to at least in line with the national and where possible significantly below this.</p>	<p>First</p> <ul style="list-style-type: none"> - Establish attendance baseline data to track against and use Trust MIS systems to regularly report (central scheduled reports?) 	<p>Attendance leads</p>	<p>First: by end of Autumn Next: Spring Later: Summer 2024 or 24/25</p>	<p>DSLs are supported to work strategically on issues</p>	<p>Headteacher/SLT Quality Assurance EHT visits Disadvantaged Governor What are the issues in your Trust/school and what strategically are you doing about them? What evidence of impact do you have? What are the systems, support and pathways for attendance?</p>
	<p>Next</p> <ul style="list-style-type: none"> - Persistent absence data continues to decrease as a result of actions and approaches in place across the Trust 	<p>All staff My Concern Tracking Arbor tracking Headteachers</p>			
	<p>Later</p> <ul style="list-style-type: none"> - Review impact and forward plan 				
<p>Future Focus: IT</p> <p>Technology is used 'Anywhere, Anytime, Anyplace' in a safe and secure environment: allowing the children to explore and make mistakes whilst furthering their learning.</p> <ul style="list-style-type: none"> - Pupils across subjects, across classes, between home and school - Within Computing as well as across subjects (clear purpose, use and application to raise standards across other subjects) - Staff across sites, between home and school - Technology supports work life balance: the reduction of staff workload, eliminating unnecessary paperwork and improving school communication, processes and procedures – both for pupils, staff and the wider community 	<p>First</p> <ul style="list-style-type: none"> - IT curriculum network to continue to meet regularly to drive forward vision and action plan (see separately) - Consider funding to increase Lacon Childe accessibility to pupil laptops - Schools consolidate the IT pilot for the first half term (SPS apply to another topic unit; CMPS to apply to LKS2 class; CHCA tbc; Lacon to digitise entrance test and consider in department/out of department expansion - To plan expansion of One Note training through Accelerate and Demonstrate support - Continue to promote and model use of Teams 	<p>IT leads Tim Clayden Viv Hulme Gill Bradley Pilot staff EHT Heads' Board</p>	<p>First: by end of October Next: November and into Spring Later: Summer 2024</p>	<p>The pilot has increasing evidence of how the vision can be achieved and this begins to be embraced as a pedagogical approach by more staff.</p>	<p>IT leads Senior leaders How is IT supporting the quality of teaching and learning and effective working? How is the Trust preparing for further digitisation? How is the Trust upskilling staff for updated approaches?</p>
<p>Next</p> <ul style="list-style-type: none"> - To expand the pilot in each school - Visit a showcase Trust to help inform our vision - Plan digital induction packages – which personnel/content and format. - Online Trust safety group meet and action a project across schools each year - Arrange Cycle B training (23-24) – social media/ radicalisation/ responding to incidents of misuse e.g. through https://saferinternet.org.uk/events. 					
	<p>Later</p> <ul style="list-style-type: none"> - Plan further expansion and actions to achieve vision - Keep informed of national developments including any changes to use of IT in national assessments. 				

Priority 2 School Improvement Capacity					
Headline success criteria:	<p>- The Trust has a strong school improvement capacity.</p> <p>- The Trust has a culture of continuous improvement through it's self-evaluation, challenge, support and appropriate action.</p>				
Objective (What)	Actions (How)	Resources: Led by (Who) Costs CPD	Timescales (When)	Success criteria (Goal)	Monitoring and Evaluation against success criteria (Who/Example Questions)
	<p>☐ = not started ☑ = on track and impact ☑ = begun ☑ = off track</p>			<p>☑ = good impact ☑ = some impact ☑ = no impact</p>	
The Trust considers its capacity to support school improvements. The Trust has a robust, sustainable model with leadership depth and breadth.	<p>First</p> <ul style="list-style-type: none"> - A working party of Directors and the EHT consider capacity options (incl. financial implications) 	Director working party Governance Heads' Board	First: by end of Autumn Next: Spring Later: Summer 2024 or 24/25	The Trust has a robust, sustainable leadership model with depth and breadth in key areas. System leaders and lead practitioners are being used strategically, model good practice, coach their peers and develop enquiry led learning	Directors 360 with schools, governors and Heads' Board Does staffing across the Trust have expertise to support areas of improvement or source appropriate expertise as appropriate? Is leadership expertise shared and developmental in order for it to be sustainable?
	<p>Next</p> <ul style="list-style-type: none"> - Heads board consider options - Decisions are taken across the Trust 				
	<p>Later</p> <ul style="list-style-type: none"> - Staffing plans are amended in order to implement any changes agreed. 				
The Trust Quality Assurance Programme gives leaders depth and breadth of information to inform evaluation and development planning	<p>First</p> <ul style="list-style-type: none"> - Heads' board to update document to align with TIP 	T&W audit programme Financial Auditors EHT termly visits Heads' Board peer reviews Staff peer reviews Consultancy Governance reports and link visits Ofsted/SIAMS reviews Internal and External data capture	First: by end of Autumn Next: Autumn onwards Later: Summer 2024	Evaluation is accurate, efficient, informative and leads to improvements Leadership understands its schools – their strengths and development points – and has accurate plans for school improvement.	Headteachers EHT Directors Governors What are the issues in your Trust and what strategically are you doing about them? What evidence of impact do you have? What are the systems of support and challenge that are currently actioned?
	<p>Next</p> <ul style="list-style-type: none"> - Programme is actioned/implemented and reports go to leadership - Directors are updated with any actions from external inspections e.g. Ofsted 				
	<p>Later</p> <ul style="list-style-type: none"> - Evaluate programme and adapt as appropriate 				
The Trust remains outward looking and networks with other Trusts, Subject Hubs, national/regional work, Secondary peers.	<p>First</p> <ul style="list-style-type: none"> - Attend local and regional Trust meetings/conferences and feedback to leadership 	Heads' Board CEO Forum NPQ's West Midlands regional and national events Secondary peers Directors Subject or National Hubs	Termly	The Trusts outward looking ethos supports school improvement. It makes use of an intentional and prioritised set of partnerships/networks that contribute to improvement	Directors What impact has networking/links to other Trusts had on school improvement?
	<p>Next</p> <ul style="list-style-type: none"> - The Trust collaborates with networks to support school improvement 				
	<p>Later</p>				

The Trust reviews its due diligence process for both growth or merger.	First	- Research due diligence processes and compare with our own	EHT Head of Finance, Business and Operations Directors	First: by end of Spring Next: Summer 2024 Later: Autumn 2024	The Trust has an efficient and effective due diligence process that guides any growth or merger as appropriate	Directors How will the Trust know whether a match for growth or merger is right?	
		Next					- Update due diligence processes and take to Director working party
		Later					- Approve process and evaluate once used.

Priority 3 Workforce						
Headline success criteria:						
Objective (What)						
Actions (How)		Resources: Led by (Who) Costs CPD	Timescales (When)	Success criteria (Goal) impact	Monitoring and Evaluation against success criteria (Who/Example Questions)	
<ul style="list-style-type: none"> - The Trust has a high performing working culture for all staff and promotes collaboration, aspiration and support. - The Trust champions the professions within it and recognises the critical value of high quality curriculum and teaching 						
<ul style="list-style-type: none"> - Schools apply consistent performance development (appraisal) systems in both the review and setting up of new targets. Systems for teaching staff have a focus on pedagogical skills and curriculum intent. Quality assurance programme across the Trust and within schools inform evaluations. (incl HTPM and EHPM) - Heads' Board to review and update the central staff development programme (needs to pull together activities across this plan) 		Head's Board Appraisal leaders	First: by end of October Next: End of Spring 2024 and Summer 2024 Later: Autumn 2024	Talent and roles across our trust are developed. High quality professional development and performance development supports the improvement of trust standards and provision. The Trust has a common model for appraising staff and identifying priorities for development.	Staff questionnaire evolves so we can analyse responses from different groups Evidence of school improvement Reports to Governors and Directors What is the impact of the professional development and performance development in the Trust?	
<p>Next</p> <ul style="list-style-type: none"> - Heads' Board review career expectations document/guidance - Digital induction packages are available to support new staff joining our Trust with consistent and effective messages. - Distributed leadership groups are optimised and drive agendas through schools in a consistent way. Head's board consider how we do this in a purposeful way across the schools e.g. bringing middle leaders together....bringing those engaged in NPQML/SL etc together - Heads' board consider how we are developing talent in different areas and action as appropriate. 						
<p>Later</p> <ul style="list-style-type: none"> - Evaluate and review - Consider co-ordinating ITT provider use 						
Staff are able to do their jobs well due to effective and efficient working practices that are manageable and have good impact.	<p>First</p> <ul style="list-style-type: none"> - Where appropriate interim well being questionnaires are used in schools to review impact of actions to address concerns - Issues with working practice lead to meaningful staff engagement so they are consistently and appropriately dealt with – constant agenda item alongside school improvement 	Heads' Board All Staff	First: by end of Autumn 2023 Next: End of Spring 2024 Later: Summer 2024	Highly effective and meaningful engagement takes place with staff at all levels. Issues that are identified are consistently dealt with appropriately and quickly. Staff consistently report high levels of support for well-being issues.	Staff questionnaire evolves so we can analyse responses from different groups Evidence of school improvement Reports to Governors and Directors Heads' Board minutes SLT meetings What issues have been identified, how have they been resolved and what is the impact?	
<p>Next</p> <ul style="list-style-type: none"> - Redo well-being questionnaire across the Trust – evolve format so we can analyse different roles across the Trust 						
<p>Later</p> <ul style="list-style-type: none"> - Evaluate questionnaires for any joint work to feed into the TIP 						

<p>The united, cross phase working culture across our schools is supported by manageable, cyclic events that celebrate areas of education and pupil participation and achievement. Children get a wider sense of community within our Trust.</p>	<p>First</p> <ul style="list-style-type: none"> - Performance Poetry and Art/DT Evening - Launch Anti-Bullying Ambassadors Programme - Ongoing sports partnership - Ongoing STEM provision 	<p>All staff</p>	<p>First: by end of Autumn 2023 Next: End of Spring 2024 Later: Summer 2024</p>	<p>The Trust has a united working culture that is known and celebrated in the community. Community events are valued and support children in the achievements and aspirations.</p>	<p>Questionnaires to all stakeholders (biannual?) Informal feedback What is the benefit and impact of Trust events in the community?</p>
	<p>Next</p> <ul style="list-style-type: none"> - Online safety promotion across the Trust - Consider the benefit of organising a SGET bookfest/bookclub..... - Ongoing sports partnership - Ongoing STEM provision 				
	<p>Later</p> <ul style="list-style-type: none"> - Ongoing sports partnership - SGET musical celebration - Ongoing STEM provision - Plan programme for next year 				

Priority 4 Finance and Operations						
Headline success criteria: Resources are used efficiently and effectively for the benefit of all schools and their communities						
Objective (What)	Actions (How)	Resources: Led by (Who) Costs CPD	Timescales (When)	Success criteria (Goal)	Monitoring and Evaluation against success criteria (Who/Example Questions)	
	<input type="checkbox"/> = not started <input checked="" type="checkbox"/> = on track and impact <input checked="" type="checkbox"/> = begun <input type="checkbox"/> = off track			<input checked="" type="checkbox"/> = good impact <input checked="" type="checkbox"/> = some impact <input type="checkbox"/> = no impact		
The IT infrastructure across the Trust supports effective working and high-quality education	First <ul style="list-style-type: none"> - Lacon Childe infrastructure increases efficient and effective pupil access across the curriculum. School considers options to support IT pilot and finance options are explored - The telephone system across the Trust is updated to VOIP - Digital sign in procedures are extended across the Trust 	IT Infrastructure Lead Head of Finance, Business and Operations T&W SLA Technicians Heads' Board Midlands broadband programme	First: plans secured by end Autumn 2023 Next: End of year Later: 24/25	The IT infrastructure across the Trust supports effective working and high-quality education	Governor and Director reports IT Pilot progress Staff and pupil feedback What impact does the IT infrastructure have on effective working and quality of education?	
	Next <ul style="list-style-type: none"> - Action plans above - The Trust liaises with T&W IT support to plan what we do at the new Windows update 					
	Later <ul style="list-style-type: none"> - Internet provision is upgraded in line with the Gigabit Broadband Programme (through the Midlands region programme – Northamptonshire) 					
The new Arbor MIS platform is well used and supports efficiency and strategic leadership	First <ul style="list-style-type: none"> - Plan Lacon migration and build on staff ownership - Explore performance development storage - Populate baseline data in the assessment build for primaries - Move over primary meals, clubs/wrap around to Arbor - Move over parental communication to Arbor - Admin Network regularly meets to review and develop practice. - Leadership at primary to begin using data in reporting and for strategic decision making – sharing of practice at Heads' Board - Directors to receive termly data card. 	Heads' Board Head of Finance, Business and Operations Admin teams All staff	First: by end Autumn 2023 Next: End of year Later: 24/25	All schools have successfully migrated and are using the system. The system is supporting efficiency and effectiveness. The Trust has a centralised data dashboard which supports strategic leadership.	Governor and Director reports Staff feedback Leadership feedback Do leadership have data at their fingertips to inform evaluation and development? What evidence of impact on effective and efficient working practices are there?	
	Next <ul style="list-style-type: none"> - Complete Lacon migration - Consider use of the behaviour module across the Trust - Consider use of the system of reports to parent 					
	Later <ul style="list-style-type: none"> - Review where we are and action as appropriate. 					

HR systems continue to strengthen with clear processes, systems and deployment	First	<ul style="list-style-type: none"> - Review the Trust special leave policy so that absence recording aligns. - Establish staff requesting and recording of special leave consistently across the Trust - Embed the new recruitment workflow process in all schools and the accessible storage (sharepoint) of documentation (job adverts, job descriptions, job specifications, reference request templates) - Reissue contracts across the Trust - Continue to review personnel deployment in this area 	Head of Finance, Business and Operations Heads' Board Central Admin Team Admin Teams	First: by end Autumn 2023 Next: End of year Later: 24/25	HR systems are supported by clear processes and effective systems understood and used by all. Workflow is efficiently managed and deployed.	Heads' Board questionnaire Staff questionnaire What evidence of impact on effective and efficient working practices are there?	
		Next					<ul style="list-style-type: none"> - Develop digital/automated contract forms (creation, deletion, amendment) and contract change letters.
		Later					<ul style="list-style-type: none"> - Review and action as appropriate
Self-evaluation and continual improvement of systems and working practice when handling data	First	<ul style="list-style-type: none"> - Meet with DPO to finalise self-evaluation and action plan 	Internal DPO External DPO Heads' Board All Staff All Governance	Meeting and action planning to be completed by Dec 2023	Systems and working practice meet data protection expectations	T&W audit Governor and Director reports External DPO reports How is the Trust ensuring and checking that data is handled appropriately?	
		Next					<ul style="list-style-type: none"> - TBC
		Later					
The Trust establishes a 3 year estate programme to manage and improve its facilities in a planned way	First	<ul style="list-style-type: none"> - Induction of new Trust Estate, Facilities, and IT Infrastructure lead. - Lead become familiar with all sites and needs. - Statutory compliance, toilet facilities at Lacon and CMPS field access continue to be prioritised for action and progress 	Trust Estate, Facilities and IT Infrastructure Lead Head of Finance, Business and Operations Estates Staff Heads' Board	First: by end Autumn 2023 Next: End of Spring term 2024 Later: 24/25	The Trust estate and facilities are overseen and managed in a planned way. Estates and facilities support the quality of education and efficient and effective working practices. Sustainability of facilities is incorporated into plans.	T&W audit (?) Governor and Director reports Visits to schools How is the Trust maintaining and improving its estate? How does the Trust know it's sites and processes are safe and inline with H&S standards?	
		Next					<ul style="list-style-type: none"> - A 3-year estate programme is developed and agreed across the Trust. - Internal scrutiny programme audits Health and Safety across the Trust
		Later					<ul style="list-style-type: none"> - Embed estate programme as a working document and for reporting to Governance. - Consider sustainability options and solutions for the estate.

Priority 5 Governance and Leadership					
Headline success criteria:	Governance and leadership understand its schools and communities and strategically improve provision. Governance and leadership respond to local and wider educational needs and initiatives. The vision, values and aims of the Trust are embraced and owned by all.				
Objective (What)	Actions (How)	Resources: Led by (Who) Costs CPD	Timescales (When)	Success criteria (Goal)	Monitoring and Evaluation against success criteria (Who/Example Questions)
	<input type="checkbox"/> = not started <input checked="" type="checkbox"/> = on track and impact <input checked="" type="checkbox"/> = begun <input type="checkbox"/> = off track			<input checked="" type="checkbox"/> = good impact <input checked="" type="checkbox"/> = some impact <input type="checkbox"/> = no impact	
Reporting to Directors is further improved with 'data cards' for all its schools.	First - EHT develops format of data cards to embed in reports (pupil numbers; groups; attendance; exclusions; attainment; progress; safeguarding; outcomes of external reports) - Directors consider and templates are adjusted as appropriate <input checked="" type="checkbox"/> Next - Information becomes part of EHT termly report <input checked="" type="checkbox"/> Later - Review and action	Arbor MIS EHT	First: by end Autumn 2023 Next: End of Spring term 2024 Later: 24/25	Gov and Leaders understand needs of all schools. Reporting is regular, clear and manageable.	Heads' Board Directors Do leadership have data at their fingertips to inform evaluation and development? What issues have been identified, how are they being responded to?
Link Directors triangulates information in key areas of the Trust by: - 'dipping into' Governor link visits - Collating cross school trends/issues/variances	First - A Director working party establishes a model to be used for Safeguarding – trials and reports <input checked="" type="checkbox"/> Next - Directors extend the model to a SEND Director <input checked="" type="checkbox"/> Later - Evaluate and consider any further expansion -	EHT Director working party Directors Safeguarding/S END leads Safeguarding/S END link governors	First: by Spring 2023 Next: by Summer 2024 Later: 24/25	Link Directors have strategic (not operational) specific oversight of a particular area and deepen Director knowledge of a particular area through visiting academies, meeting with key staff to understand how the strategic objectives are being embedded, how money is being spent and any issues affecting delivery. Directors have another tool to strategically triangulate information with the CEO	Directors What impact and issues have the link Governor revealed? Is there alignment to other reports and information?

Trust Governance continually improves and responds to reviews (NGA review)	<p>First</p> <ul style="list-style-type: none"> - Trial the new annual planner and policy review schedule. Amend as necessary. - Trial link Director roles (above) - Update code of conduct for LGB to include 3 core responsibilities (setting the strategic direction • holding the headteacher to account for improving the school • ensuring financial health, probity and value for money) - Track Governance training and have as a regular record on the agenda. <p>Next</p> <ul style="list-style-type: none"> - Role out training in strategic questioning across the Trust. - Establish models for link Director roles. - Consider Chair of Directors/Member feedback <p>Later</p> <ul style="list-style-type: none"> - Review SOD and TOR. Check for clarity, appropriate consultation and reduction of duplication. - Implement Director, LGB reviews and 360 tools for chairs - Consider sustainability and manageability of delegates from each LGB should the Trust grow. 	All Governance Directors Governance Professional	First: by Spring 2023 Next: by Summer 2024 Later: Summer 2024	Trust governance is efficient, effective and strategic in carrying out its core functions (see SOD and TOR) The board regularly reflects on its own effectiveness.	Directors How are Directors considering an annual review of practice/ governance action plan to help drive improvements and provide a mechanism for recording impact?
The Trust continues to embed its Vision, Values and aims across all schools and staff.	<p>First</p> <ul style="list-style-type: none"> - Trust values continue to be explicit in all documentation and templates - Termly SGET Update celebrates and communicates progress in our core purpose - Termly visits from the EHT include opportunities for coffee and cake with staff for informal discussion and feedback - The Trust TIP is communicated at all levels – Heads’ Board – Heads’ Board to schools/EHT to schools in SGET update – Governors - Directors <p>Next</p> <ul style="list-style-type: none"> - TIP guides agendas across Trust and updates to staff <p>Later</p> <ul style="list-style-type: none"> - Trust plans Trust wide activity to review and update the vision, values and aims 	All staff EHT Heads’ Board	First: by Spring 2023 Next: by Summer 2024 Later: 24/25	The trust’s vision, values and aims are embedded and valued by all.	Directors EHT evaluation of this document Heads’ Board Stakeholder questionnaires Informal feedback How is the Trust progressing against it’s vision? What issues have been identified, how have they been resolved and what is the impact?