

# TRUST DEVELOPMENT PLAN 2019-2021

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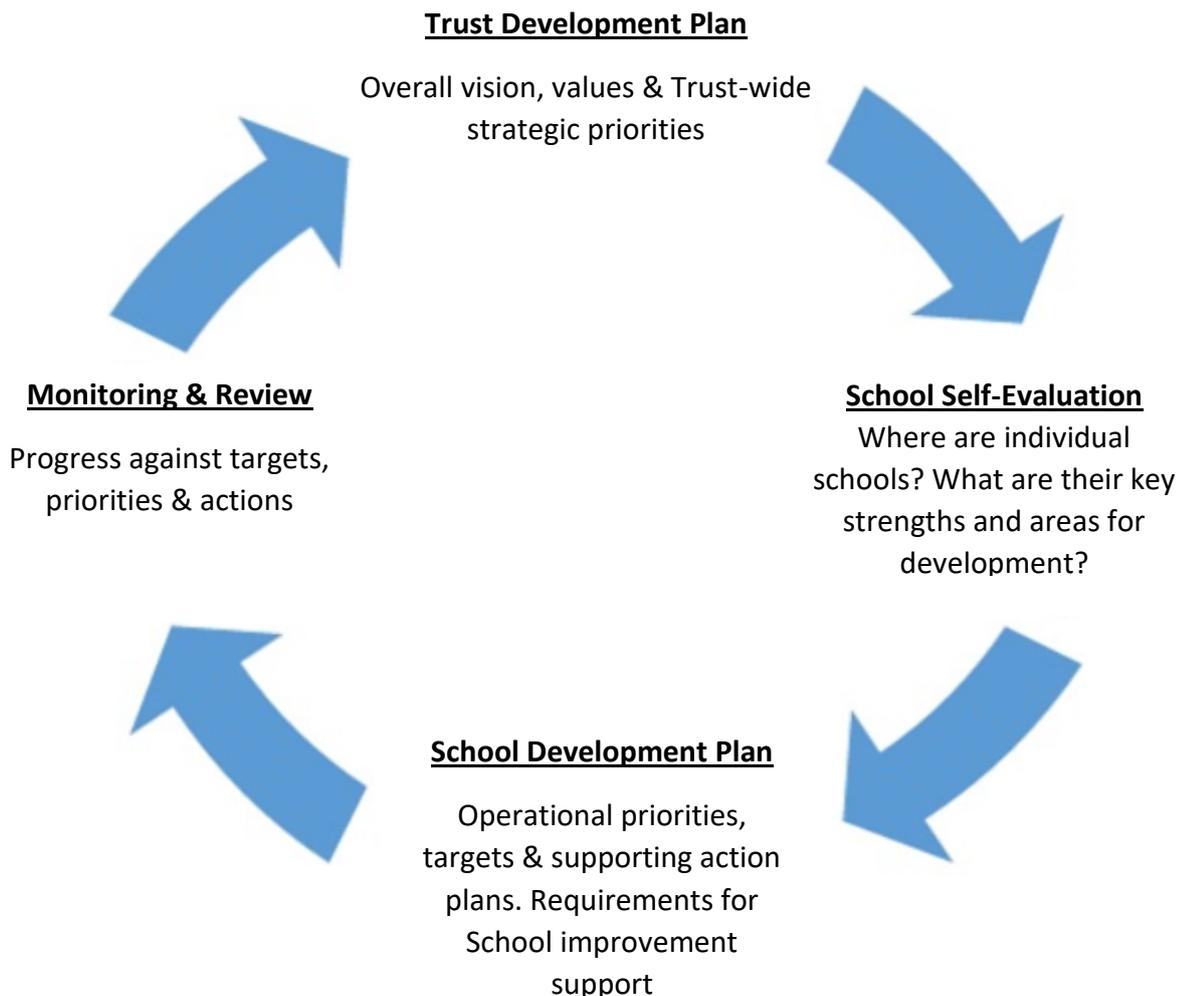
# Purpose

The Board of Directors is the key strategic decision-making body for the Trust and it is their role to set the overall strategic framework for the Multi-Academy Trust and to ensure all statutory duties are met. The Board is responsible for ensuring that there is a medium to long-term vision for its future and that robust processes in place for achieving this. This process must address the fundamental questions of where the organisation is now, where does it want to be in the future, and identify how it is going to get there.

This Development Plan sets out the Trust's overall vision, our values and immediate priorities for the future.

The diagram below describes how the Plan is aligned to and drives the School Improvement Planning process for the Trust.

The priorities contained within this Plan will be reviewed annually.



# Culture, Vision and Values

Our Catholic ethos and support for one another as a family of schools drives all that we do. Our mission is guided by a collective culture and vision where:

**‘Our schools are places of excellence – providing service and witness to children, their families and the wider Catholic community, adding value as a family of schools and enriching the learning and experience of all our young people, so they may achieve their full potential.’**

Our strong moral purpose and Christian values underpin everything the Trust and our Schools do and where the following values are promoted and are under-pinned by excellence in Teaching and Learning

## **Our Values:**

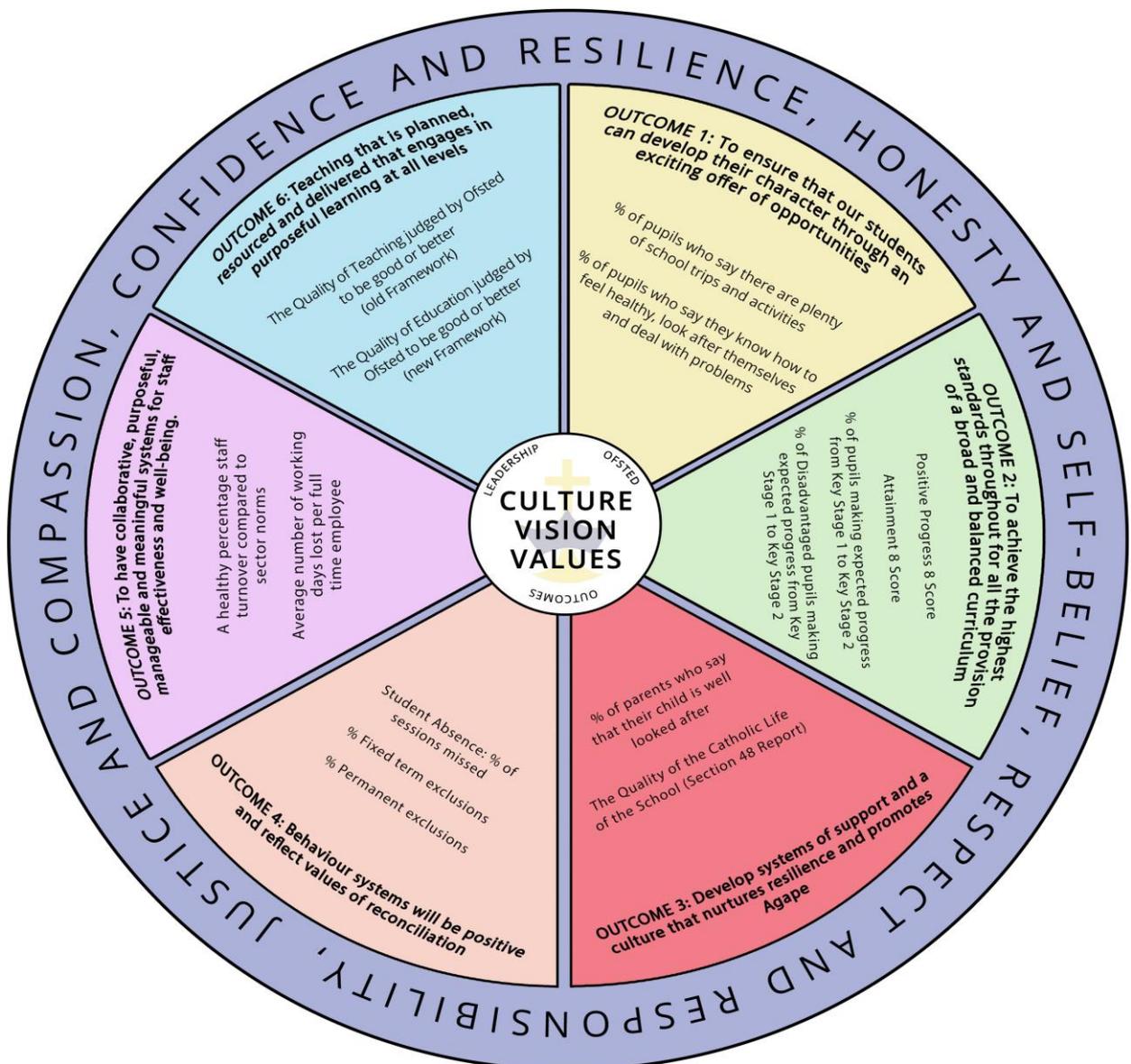
- **BEING** just and compassionate
- **DEVELOPING** confidence and resilience in our students
- **SHOWING** respect for every person
- **CREATING** a community where we accept responsibility for ourselves and for others
- **BEING** honest and developing a culture of self-belief and value

# Coherent Planning

Our vision and values are underpinned by jointly owned outcomes, shared priorities and collectively understood measures of success.

These have been co-designed by Academy and Executive leaders and linked to a balanced basket of Key Performance Indicators through which dimensions of success will be judged and progress measured. The diagram below illustrates this relationship. This Virtue Wheel will guide the way we work, inform our strategy and expresses the distinct Catholic ethos of the Carmel Education Trust.

## Virtue Wheel



# Trust Priorities

The Trust has used guidance produced by Education Endowment Foundation - **Putting Evidence to Work: A School's Guide to Implementation** to ensure that a robust and systematic approach is adopted in defining our priorities (identifying the problem to be solved), the active ingredients to be addressed as part of a project plan and the implementation activities to be included in the resulting Implementation Plan. A project Sponsor has been appointed for each priority and Project Initiation Document signed off and Project Leader and Team appointed.

## **DIMENSION OF SUCCESS - WIDER SKILLS AND EXPERIENCE**

**OUTCOME 1: To ensure that our students can develop their character and resilience through an exciting offer of opportunities**

**Improvement theme:** To Harness the interests of staff and volunteers to provide a wide interest in life beyond the classroom.

### **Key Priorities:**

To establish a strong culture of virtue / character education across the Trust

To develop the culture, vision and values of each school through the exploration of key virtues

To develop through collaborative practice how virtues form part of our unique Catholic curriculum

## **DIMENSION OF SUCCESS - ACADEMIC SUCCESS**

**Outcome 2: To secure the highest standards of achievement for all through the provision of a broad and balanced curriculum.**

**Improvement theme:** Progression / Transition between Key Stage 2 & Key Stage 3

**Our aim is to develop cohesion and continuity of a broad-based curriculum that focusses on progresses from Key Stage 1 to Key Stage 5**

### **Key Priorities:**

To develop an all-through approach to transition from primary to secondary within Trust schools

To ensure continuity of progress & standards of expectations from Key Stage 2 to Key Stage 3

To build progressive transition partnerships

To develop greater understanding between staff of the Key Stage 2/3 interface and curricular expectations to ensure that progress is maximised for children in our care

Review progression between Key Stage 2 and Key Stage 4/5 as part of a seamless curriculum for the Trust

## **DIMENSION OF SUCCESS – A SAFE & SECURE LEARNING COMMUNITY**

### **OUTCOME 3: Develop systems of support and a culture that nurtures resilience and promotes Agape**

**Improvement theme:** Mental Health & Emotional Well-being

#### **Key Priorities:**

- Designate a senior member of staff to be the mental health and well-being lead within each school
- To have a key member of staff trained in Mental Health First Aid in each setting
- A clear commitment from each school to devote personnel and resources to support Mental Health and wellbeing in school
- To review staff well-being using the evidence-based public mental health messages produced by the New Economics Foundation

### **OUTCOME 4 – Our behaviour systems will be positive and reflect values of reconciliation**

**Improvement theme:** Improve attendance of vulnerable pupils

#### **Key Priorities:**

##### **Short-term**

- Parents/carers are clear about their responsibility to report/formally request absence
- Key pupil groups and absence trends are identified through data analysis
- Staff are trained in the correct use of Attendance codes and the Trust procedure pathway for Attendance
- Adherence to the Trust Policy and Procedures is monitored by the Project Team

##### **Medium-term**

- Successful improvement and maintenance strategies are shared
- Strategies identified through shared practice and research are implemented
- Information is shared re pupils with Attendance issues prior to phase transition
- The importance of good attendance is highlighted to new parents/carers

##### **Longer-term**

- Parents/carers work with school to support good attendance
- Improved attendance impacts positively on pupil/student achievement, particularly on disproportionately affected groups

## **DIMENSION OF SUCCESS – HIGH QUALITY STABLE TEACHING**

**OUTCOME 5: To have collaborative, purposeful, manageable and meaningful systems for staff effectiveness and well-being.**

### **Key Priorities:**

To harness the benefits of the skills and experience across the Trust to give specialised support & training for middle & senior leaders across the Trust.

To maximise the expertise and opportunities afforded by the Teaching School.

To develop a Trust-wide approach of 'grow your own' through 'deep' involvement in ITT NQT & RQT training programmes.

To develop a Trust-wide coherent recruitment & Retention Strategy that incorporates:

1. Marketing the benefits of working within the Trust
2. Having a strategic overview of reducing workload whilst maintaining and improving standards
3. Embrace flexible working that is innovative and which creates benefits for both staff and students
4. A progressive CPD programme that is purposeful and focused on career pathways

**OUTCOME 6 - Teaching that is planned, resourced and delivered that engages in purposeful learning at all levels**

**Improvement theme:** Closing the Reading & Vocabulary Gap

### **Key Priorities:**

To deliver training on "Repairing the text" and explicit teaching of reading skills via Trust staff and specialists in literacy. (Alison Potter and Chris Quigley)

To raise the profile of importance of teaching vocabulary across all key stages in particular Tier 2 words

To further close the gap in reading attainment and progress between disadvantaged and non-disadvantaged.

To ensure that the teaching of reading is of high quality across all trust schools

To ensure that resources for Reading are of high quality and relevant.

# Measuring Success

Success in our schools will be judged through a range of multi-dimensional measures. Indicators highlighted in yellow are our Key Indicators of Performance. Other indicators will be used by our School Improvement team to assess the health and performance of our academies

## **OUTCOME 1: To ensure that our students can develop their character through an exciting offer of opportunities**

Percentage of pupils who say there are plenty of school trips and activities after school and at lunch times (Student Survey)

Percentage of pupils who feel happy at school (Student Survey)

Percentage of pupils who feel safe at school (Student Survey)

Percentage of pupils who say they know how to feel healthy, look after themselves and deal with problems (Student Survey)

Percentage of Pupils staying in education or employment for at least two terms after key stage 4

## **OUTCOME 2: To achieve the highest standards for all the provision of a broad and balance budget.**

Positive Progress 8 Score

Attainment 8 Score

Key Stage 5 Academic Progress average

Key Stage 5 Applied General Progress average

Proportion of Pupils attaining Maths & English Grade 9-4

Percentage of pupils making expected progress from Key Stage 1 to Key Stage 2:

- Reading
- Writing
- Maths
- Reading/Writing/ Maths Combined

Percentage of Disadvantaged pupils making expected progress from Key Stage 1 to Key Stage 2:

- Reading
- Writing
- Maths
- Reading/Writing/ Maths Combined

% of pupils who feel they get all the help and advice they need about their future and career options (Student Survey)

### **OUTCOME 3: Develop systems of support and a culture that nurtures resilience and promotes Agape**

Percentage of parents who say that their child is well looked after (Parent survey)

Percentage of parents who say that the school has strong links with the parish and wider community (Parent Survey)

Percentage of parents who say that the school helps them to support their child's learning (Parent Survey)

Percentage of pupils who say that students are treated fairly and equally no matter what their background (Pupil Survey)

Percentage of pupils who say that belong to a Catholic community (Pupil Survey)

The Quality of the Catholic Life of the School (Section 48 Report)

### **OUTCOME 4: Behaviour systems will be positive and reflect values of reconciliation**

% of pupils who say students are well behaved (Pupil Survey)

Punctuality - % of total possible sessions recorded as late

Student Absence: % of sessions missed (All Pupils)

Percentage Fixed term exclusions (number of pupils)

Percentage Permanent exclusions (number of pupils)

### **OUTCOME 5: To have collaborative, purposeful, manageable and meaningful systems for staff effectiveness and well-being.**

A healthy percentage staff turnover compared to sector norms

Average number of working days lost per full time employee

Percentage of staff who feel most problems they encounter can be overcome (Staff Survey)

Percentage of staff who feel that their views are heard & considered (Staff Survey)

### **OUTCOME 6: Teaching that is planned, resourced and delivered that engages in purposeful learning at all levels**

Percentage of staff who say they have a plan for personal development and are supported to achieve their goals (Staff Survey)

Percentage of staff who say there is good co-operation across teams within the Academy (Staff Survey)

Percentage of staff who feel that Children make good progress (Staff Survey)

The Quality of Teaching judged by Ofsted to be good or better (old Framework)

The Quality of Education judged by Ofsted to be good or better (new Framework)

## Resource Management

The Department of Education has introduced, as part of its Integrated Financial Curriculum Planning and benchmarking programmes a number of performance measures through which schools can compare their costs and check if they are managing resources and finances effectively. The Trust acknowledges the usefulness of the tool but also recognises its limitations, for example, it focuses largely on teacher costs, without factoring in wider pastoral or curriculum issues or the resources provided by teaching assistants and other support staff. Therefore the Trust will balance the use of the financial indicators with other softer measures.

Cost per lesson

Teacher contact ratio

Curriculum headroom/ bonus

Staff pay as a percentage of total expenditure

Average teacher cost

Proportion of budget spent on the leadership team

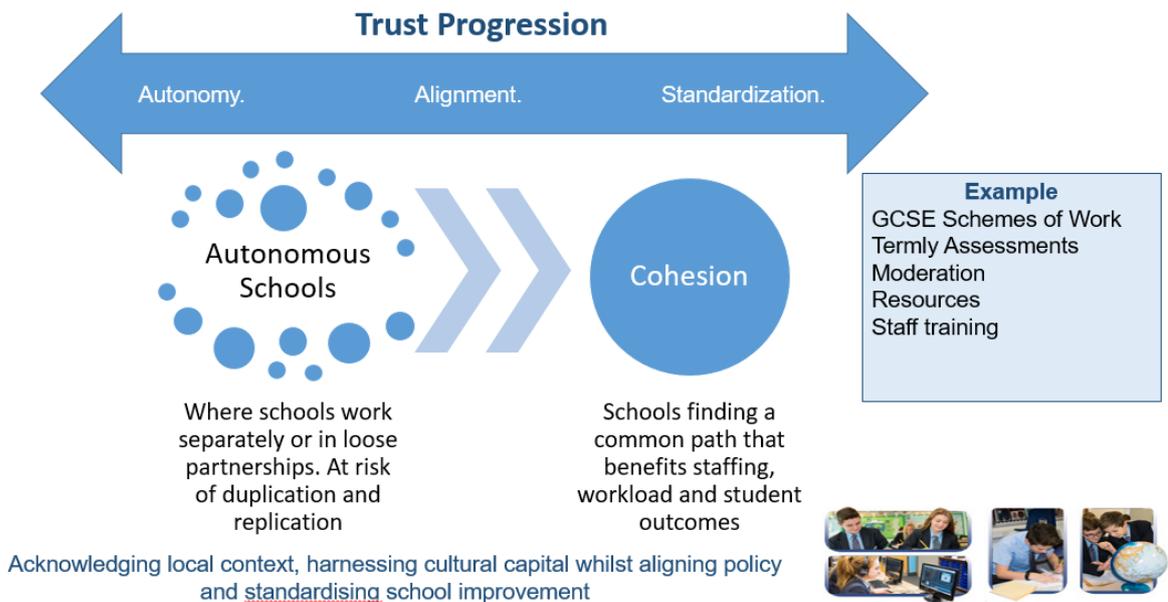
Academy cash balances

Academy reserves

# Future Direction

## Future Trust Expansion & Progression

The Carmel Education Trust is an expanding Trust. In April 2013, Holy Family and St Augustine’s Primary Schools, Darlington and St Gregory’s Primary School, Stockton joined Carmel College as members of the Trust. They were followed by St Michael’s Catholic Academy, St Bede’s Catholic Academy, Our Lady & St Bede’s Catholic Academy in February 2015, St Bede’s Catholic Academy, Darlington in September 2018, Our Lady of the Most Holy Rosary, Billingham and St Joseph’s, Norton in January & February 2019. The Diocese of Hexham & Newcastle have consulted on plans for all schools to become academies and to join Multi-academy Trusts. The Diocesan Academy Plan is based very much upon a local, growth evolving model where schools convert to academies join Multi-Academy Trusts at a speed which accords to the distinct contexts to which schools find themselves in especially with regard to Local Authority support. The continued growth of the Carmel Education Trust reflects the ethos and overall direction of the Diocesan Academy Plan.



## IMPLEMENTATION PLAN

An Implementation Plan containing clear, logical and well specified implementation activities to support our outcomes and defined priorities will be produced following the recommendations of the Project Teams established to undertake

## MONITORING & REVIEW

This plan will be reviewed on an annual basis with new priorities identified for implementation.