

# Strategic Plan 2022-2023



# We are proud to be one organisation

This is our Trust, **we** all have ownership of it and share a collective responsibility for **all** of our schools

As a Trust we are built on a COLLEGIATE foundation, in part because we originated as a Teaching School Alliance. Within STAR everyone has clear roles and responsibilities working towards shared vision and values but much that we do, we achieve through collaboration, co-design and collective endeavour.

This is what makes STAR a special COMMUNITY

## Our Mission

To develop outstanding education in all of our schools which will enable every young person to flourish and realise their full potential

# Our Aims

## We will:

- Ensure that our children achieve the best possible outcomes
- Develop the whole child; personally, culturally and spiritually
- Be inclusive; have a particular commitment to our most vulnerable children
- Teach our children to live well together and to make wise choices
- Ensure that our children are safe from harm
- Work to ensure that our schools are enjoyable places for children to learn

# Our Principles

## The Trust Board is committed to all of our schools:

- Retaining and celebrating their distinctive identity whilst benefiting from being part of the Trust
- Continuously improving through mutual support and collaboration
- Being financially sustainable and legally compliant

## Our culture means colleagues in our schools can be:

- Open, honest, fair and straightforward
- Receptive to change and challenge
- Pioneering and outward facing
- Trusting, respectful and supportive of each other
- Prepared to listen to advice
- Empowering of others

## Our Whole Trust Priorities 2022-2023

1. Ensuring the highest standards of teaching and learning, curriculum and outcome.  
Securing assurance educational recovery and improvement.
2. Further impacting our positive Trust culture regarding safeguarding and wellbeing.  
Ensuring that our Trust culture of safeguarding is robust, positive and supports all aspects of students' wellbeing and personal safety. Mobilising in EVERY school our *Student Wellbeing Strategy*. Ensuring clear links to *staff wellbeing*.
3. Ensuring all aspects of inclusion and SEND are positively supported. Ensure there is an affirmative and respectful narrative for every young person, a broad view of success and outcome at all levels, based on individual need and identity.
4. Building our Trust community to further secure our aims. Working with strategic partners, working across schools, considering appropriate and sustainable growth.

## **How are we going to deliver this?**

- Implement our Student Wellbeing Strategy
- Develop a Trust wide view of personal development
- Review whether our Trust could be a base for Targeted Mainstream or Alternative Provision or another type of specialist provision
- Create a Trust wide SEND strategy, linked to the Green Paper, NYCC Strategic intentions but also a clear view of need vs identity and a broadened view of success; within this and Wellbeing ensure Trust-wide principles for approaches to behaviour and SEMH are described
- Resilience test all of our schools for consistent and robust safeguarding processes
- Develop Trust wide principles for disadvantaged strategy
- Focus on student attendance and wellbeing
- Ensure all elements of governance are effective, suitably trained and equipped
- Ensure school to school and school improvement consultant support is effective, that networks support development of quality first teaching and curriculum including implementation and impact of wider curriculum, primary writing and phonics
- Ensure quality assurance processes are robust in supporting school self-evaluation and reporting
- Ensure curriculum, assessment, teaching and learning are carefully tailored to make best impact at all levels
- Facilitate and empower schools through shared research based CPD and pedagogy including continued development of our Digital Technology Strategy
- Further realise our People Strategy especially threads in recruitment, equality and diversity, talent management and wellbeing
- Look to develop an active Trust Development, Innovation and Community Engagement role
- Collaboration, Partnership and Growth Strategy – look to new partnerships which hold appropriate mutual benefit

**In further detail:**

Strategic Priority	Key actions
<p><b>Continued educational recovery: ensuring high standards of teaching and learning, curriculum and outcome. Securing quality assurance in all areas.</b></p>	<p>Continue to make best use of formative and summative data processes at <i>both</i> MAT and school level, reporting internally, to LGB and to CEO and Trustees</p> <p>Develop a Trust approach to foundation subject assessment; further develop Trust Curriculum Principles</p> <p>Consider and develop Trust approaches to ks3 assessment and reporting</p> <p>Further develop secondary assessment and reporting consistencies</p> <p>Develop data dashboard approaches to view appropriate cohort and tracking information</p> <p>Develop Trust assessment policies</p> <p>Teaching and Learning Groups including digital learning, main teaching and learning pedagogy, EYFS and curriculum focus to convene and use inSTAR to share and develop</p> <p>Further develop and test the MAT curriculum framework using peer review feedback processes</p> <p>Implementation of QA and reporting using SIC and peer review processes allowing schools to support their own self evaluation and Trustees to accurately and robustly risk assess</p> <p>Supporting curriculum leader training for deep dive and Ofsted ‘readiness’</p> <p>Ensure NTP and school based tutoring and in place and having impact; reporting cycle in place</p> <p>Focus appropriately on core areas and ensure impact including phonics and early reading, writing</p>
<p><b>Impacting further our positive Trust culture with regard safeguarding and wellbeing. Mobilising in EVERY school our Student Wellbeing Strategy. Ensuring clear links to staff wellbeing.</b></p>	<p>Implement our student focused Wellbeing Strategy</p> <p>Develop Trust wide <i>principles</i> for a Trust-wide disadvantaged strategy; develop QA processes to ‘test out’ disadvantaged impact at school level</p> <p>Working group across Trust to look at personal development, life skills, safeguarding curriculum</p> <p>Well-being awareness, identifying children/colleagues who may require support to overcome barriers to learning</p> <p>Test processes for robustness in practice including with regard peer:peer and sexual abuse</p> <p>Test out for SCR scrutiny on at least half-termly basis</p> <p>Complete review of NYCC safeguarding audits and associated reporting processes</p> <p>Further develop consistent and robust safeguarding processes and practice across our Trust</p> <p>Ensure training cycles and coverage for statutory training are robust and effective</p> <p>Implement school level Trust model student attendance policy; attendance data reporting and track for impact</p> <p>Attendance best practise group to look at impact and provide advice/support where possible</p>



<p><b>Ensuring all aspects of inclusion and SEND are positively supported.</b></p>	<p>Develop a Trust level SEND and Inclusion Plan with clarity as to roles and responsibilities and any strategic resource required          Ensure a clear vision and training pathway, linked to SENDCO network, classroom responsibilities etc – shared understanding and language          Ensure early, prompt and precise identification of need (using SNAP diagnostic tool etc)          Study group to look at targeted provision options and/or work with NYCC (and other strategic partners) on other options such as Alternative Provision (primary and secondary), possible interim specialist; implement to ensure additional capacity          Consider how provision of further course options and partnership arrangements may further enable young people with SEND to stay within STAR as they move through school          Further develop consistent and robust SEND processes and practice across our Trust</p>
<p><b>Finance, Estate and Resources</b></p>	<p>Facilities/H&amp;S/ Estates</p> <ul style="list-style-type: none"> <li>● Review the 10 year estates plan in light of changed funding</li> <li>● Continue to report on safety action plans; ensure all core compliance aspects are maintained</li> <li>● Implement primary catering; carry out post implementation review of catering</li> </ul> <p>Operations and Compliance</p> <ul style="list-style-type: none"> <li>● GDPR – ensure all schools are compliant and Trust level policies are complete</li> <li>● Further develop school level contract risk registers</li> <li>● Procurement of HR service contract and internal audit</li> </ul> <p>Continued development work with regard policy creation, alignment and implementation          Digital technology strategy developing: technology and infrastructure, cyber security, use of data, edtech and innovation          Financial Control Framework</p> <ul style="list-style-type: none"> <li>● Roll out IMP budget monitoring software</li> <li>● Review Trust financial handbook</li> <li>● Maintain management accounts &amp; budget Monitoring</li> <li>● Deficits and reserves policy revisions and proposals; whether we should consider other financial models to support areas such as EYFS, sixth form, SEND...</li> <li>● Further develop Trust investment policy</li> </ul>
<p><b>Workforce and <u>One Organisation</u></b></p>	<p>Key elements from People Strategy to further develop and embed:</p> <ul style="list-style-type: none"> <li>● harmonisation of expectations/requirements of roles for staff at different schools;</li> <li>● continued Policy development from planned cycle;</li> <li>● review Wellbeing Policy, considering additional coverage such as health conditions, menopause, bereavement, etc</li> <li>● conduct further staff survey in a ‘post pandemic’ environment</li> <li>● implement staff exit survey tool and subsequent data analysis feedback loop</li> <li>● recruitment training on common expectations as a single employer; sampling as part of a post implementation review</li> <li>● consider methodology and possible strategic lead requirements for Talent Registry link with School Improvement</li> <li>● further develop internal communications, engagement and Trust ‘culture’ through launch of inSTAR intranet</li> <li>● ensure equality and diversity have best impact alongside best practise partners; capture data at recruitment, exit, turnover, wellbeing, absence</li> </ul>

	<ul style="list-style-type: none"> <li>• consider how ‘reward and recognition’ can continue to link to recruitment, wellbeing and retention</li> <li>• roll out further appropriate changes to appraisal policy; take sampled feedback from employees</li> </ul> <p>Partnership work with SW Teaching School Hub Further develop Trust-wide networks ECT, DHT/AHT, curriculum leaders</p>
<p><b>Collaboration, Partnership, Growth and Community</b></p>	<p>Continue to ‘mobilise’ the revised Collaboration, Partnership and Growth Strategy Consider where mutual benefit will exist for growth/relationship with other schools Considered development of specialist areas such as high needs or linking to alternative provisions through provision of transport or reciprocal arrangements Consider strategic approach to possible growth through growth funding investment especially with regard infrastructure and school improvement support (both reactive and proactive) Continue to make best links with other Trusts, Local Authorities and the Diocese where there may be mutual benefits Continued high level liaison with NYCC and Selby District Housing Strategy Continued growth strategy for schools in Sherburn including appropriate links to safeguarding, wellbeing , pastoral support, transition and induction Continue with Sixth Form Strategy development – including links to SEND plan Look to further develop community engagement opportunities and how they may benefit schools and students and reciprocal benefit for community and businesses Possible implementation of a development post around Trust development, innovation and community engagement Develop our new Trust website including clear communication of our Trust offer to external and parental community Develop a stakeholder engagement plan</p>
<p><b>Governance</b></p>	<p>Conduct a trust-wide evaluation using the Trust Capacity toolkit; within this link to a governance evaluation and feedback; link in to the MAT/MAT evaluation work CEO Consider how Trust-wide external governance review cycle may be of benefit; where external reviews may be applied Continue to look for appropriate Trustee recruitment opportunities, especially secondary education background Ensure capacity and succession to all local boards is maximised by maintaining ready lists for all boards Continue to improve communication with LGBs through clear agenda planners, CofG forums, briefing notes, reporting frameworks etc Continue to develop and implement consistent Trust policies Post implementation review of changes to board and LGB planners and structures end 22/23 academic year Review the scheme of delegation to ensure that it is ‘fit for purpose’ on a yearly basis Review expectations of our Chairs of LGBs as originally 20/21; link in to a possible ‘chairs 360 evaluation’ for consideration as part of the LGB RAG Continue to review all LGBs at least annually – all LGBs aiming to evaluate green with succession in hand Launch revised LGB training matrix and carry out 6 month post implementation review Work with new governance provider to ensure our Scheme of Delegation links to agenda planning to ensure most effective use of governance to support and challenge schools</p>

## Measuring Impact

These 'key overall success criteria' will be reviewed for impact at least termly and reported to the Trust Board. Alongside measuring the impact of the plan, the Board of course evaluate Key Performance Indicators across the Trust as a whole as well as tracking success criteria and KPI for our individual schools.

Strategic Priority	Key Overall Success Criteria
<p><b>Continued educational recovery</b></p>	<ul style="list-style-type: none"> <li>• All schools self-evaluation good or better, or have good or better Ofsted judgements</li> <li>• Where this is not possible, precise Trust support planning in place with impact evaluation</li> <li>• All schools have clear assurance processes reporting to LGB, CEO and Trustees, including regular external views and regular success criteria and KPI updates against SDP</li> <li>• Assessment and other assurance and compliance processes develop an agreed through year success measure</li> <li>• Trust Curriculum vision and principles further evolved and communicated allowing QA cycle for resilience</li> <li>• School improvement narrative becomes ongoing and multi-faceted; all schools have a commissioned 3rd party audit/QA exercises in place unless in more intensive support already; peer review cycle in place for all schools</li> <li>• Risk Register in place and updated termly; transparent discussions with headteacher, CofG and Trust Board</li> <li>• Teacher Research Groups in place and 'dynamically evolving'; groups informed by research, TS hubs and best practise; output shared widely including 'how you can get involved'</li> <li>• Across Trust projects and groups evaluated for impact</li> </ul>
<p><b>Safeguarding and well-being</b></p>	<ul style="list-style-type: none"> <li>• Trust Safeguarding Policy and all associated policies current and robust; amendments made as necessary, clearly communicated, signed off with knowledge checkers</li> <li>• Training matrices show robust completion; staff/LGB have regular discussion with localised opportunities to ascertain robustness and demonstrate awareness of expectations and understanding of training</li> <li>• Trust safeguarding data is monitored and presented to Trustees at least termly – trends, issues, concerns, vulnerabilities; impact for improvement</li> <li>• Single Central Record audited at least half-termly and centrally collated and reported</li> <li>• All schools take part in a comprehensive objective challenge review for the NYCC safeguarding audit; responses collated and analysed at Trust level. Action points impacted accordingly and monitored for compliance at school level</li> <li>• DSL and DSL link governor guidance and support to ensure challenge and scrutiny effective;</li> </ul>

	<p>sampling exercise</p> <ul style="list-style-type: none"> <li>• Working group establish clear principles and remit for life skills and PSE across Trust, alongside workplan for 22/23</li> <li>• School level Student Attendance Policy implemented; feedback loop in Continuing Conversations and LGB on impact of school level strategy and data; at least termly Trust level data captured and analysed including links with NYCC Locality Board.</li> <li>• STAR best practise group in place and has strong linkage in to NYCC attendance project teams for support/development</li> <li>• Student Wellbeing Strategy consulted with stakeholders and mobilised at all levels with plan to action through academic year; impact measures tracked.</li> <li>• Trust principles for disadvantaged developed including links to classroom practise, charging policy</li> </ul>
<p><b>Inclusion and SEND</b></p>	<ul style="list-style-type: none"> <li>• Overarching Trust SEND vision and plan developed for 23/24 and beyond, linked to student wellbeing strategy</li> <li>• SNAP diagnostic in place, training established</li> <li>• SENDCO network meet half-termly with clear project plan linked to strategic direction</li> <li>• Strategic plan considered to roll forward additional provision and/or offers; mobilisation plan to action</li> </ul>
<p><b>Finance, Estate and Resources</b></p>	<ul style="list-style-type: none"> <li>• Renewed estates plan for SCA 23 in place and approved; safety action plans in place at school and LGB level</li> <li>• Revised 10 year capital plan for Trust in place and approved</li> <li>• School level Estates related training matrices reported to LGB Resources/Trust Board; compliance reporting in place; red and amber tracking and follow up; H and S link governors trained on further scrutiny</li> <li>• Primary catering mobilisation reports positively; post implementation surveys positive including take up and return</li> <li>• Digital technology project reports at least termly to Board as on course against all project strands</li> <li>• Full school by school audit against internal and external contract KPI and collation report; customer satisfaction report - both indicate high quality and satisfaction ratings</li> <li>• GDPR audit management actions completed; all training requirements and basic paperwork in place</li> <li>• Contract register maintained and frequent updates provided trustees at MAT</li> <li>• Successful procurement of H and S risk advice service</li> </ul>

	<ul style="list-style-type: none"> <li>• Successful procurement of HR advisory service</li> <li>• Successful procurement of internal audit service</li> <li>• All Trust policies are maintained under active review cycle, fully compliant and when revised are done so through full consultation</li> <li>• Budget management continues to provide monthly management accounts with accurate and timely reporting</li> <li>• Implementation of new budget management tools provides added value and access to management information to better enable school level budget management</li> <li>• LGB and Trustees have timely and accurate financial information including budget forecasting enabling financial monitoring and robust financial decisions</li> <li>• All school and Trust Budgets (including reserve planning) track within agreed thresholds and where this is not possible approved mitigation is implemented</li> <li>• Trust investment and reserves policies are revisited and any proposed changes appropriately consulted/communicated</li> </ul>
<p><b>Workforce and <u>One Organisation</u></b></p>	<ul style="list-style-type: none"> <li>• inSTAR communications launched</li> <li>• 'Talent Registry' initial inception and links with potential NYCC development post; staff deployed to maximise impact on school improvement, support and career progression opportunities</li> <li>• Equality and Diversity use of data set impact favourably on recruitment, retention and wellbeing</li> <li>• Feedback loop from appraisal appropriately informs policy cycle</li> <li>• Wellbeing Strategy revised to ensure it is 'holistic' and provides coverage across appropriate health areas</li> <li>• Staff survey strategy implemented to regularly consult staff view including wellbeing; results collated at school and Trust level</li> <li>• Clear role expectations strategy impacted – harmonisation of expectations/requirements of roles for staff at different schools</li> <li>• Impact reports for trust-wide networks developed; facilitation, honorarium etc considered</li> </ul>
<p><b>Collaboration, Partnership, Growth and Community</b></p>	<ul style="list-style-type: none"> <li>• Background discussions with potential partners proceed according to agreed steps in mobilisation planning</li> <li>• STAR 'brand' visible within locality and on Trust website; marketing within agreed parameters</li> <li>• Liaison with RSC, Diocese and NYCC on White Paper area strategy</li> <li>• TCAF planning in place in anticipation of any application; Trust development, innovation and engagement opportunity brought to autumn 22 Board for consideration</li> </ul>

	<ul style="list-style-type: none"> <li>• Proactive growth meetings held for schools in Trust with expansion planning indicated</li> <li>• Sixth form collaboration 'publicised' from Autumn 22 through website and other media</li> <li>• Stakeholder views will inform all elements of school and Trust planning</li> </ul>
<p><b>Governance</b></p>	<ul style="list-style-type: none"> <li>• New LGB training matrix successfully launched with high compliance and impact</li> <li>• A full Trust-wide self-evaluation exercise is undertaken and implications considered</li> <li>• External reviews of governance impacted as appropriate and where significant change has occurred</li> <li>• Trustee and LGB recruitment in place to ensure all levels of governance is effective and sustainable</li> <li>• All Boards self-evaluated positively with clear plans in place for any areas which are not green</li> <li>• Revised committee structures are effective; chairs/CEO/COO and clerks conduct termly reviews including meeting and agenda planner adjustments</li> </ul>

## The 3-Year Vision

### **The continued journey to recovery:**

The national and local data from July 2022 appears to illustrate the longer term impact of the Covid-19 pandemic on education. Whilst our planning and endeavour is not explicitly based on the DfE White Paper, focusing on great teaching, quality curriculum, teaching and learning and diagnostic use of assessment will undoubtedly be key to impact on the needs of young people well beyond the 22/23 academic year.

### **Securing and improving our schools:**

Our Trust is now established within our locality. It is of vital importance for our continued and future success that all of our schools secure good or better inspection outcomes as they are inspected. Where this is not possible, it must be through known and understood reasons, where robust quality assurance has already identified areas of risk and improvement planning is already moving a school forwards. We must secure leadership and wider school improvement capacity to ensure we have the ability to monitor, support, mobilise and if necessary intervene.

Within the 3 years we will be further challenging and supporting schools bespoke to their needs in a culture of continuous improvement, at the same time, pro-actively developing pedagogy in teaching and learning. We will also 'blend' with our People Strategy in order to be able to deploy the best support including where appropriate with external partners.

Our Trust must add significant value to every school whatever the individual community that school serves.

*As we move through this 3 year phase of the Trust it is an important point of focus – everything must impact on school improvement.*

### **Evolving need:**

Ensuring our provision and wider offer including associated support services continue to evolve to meet the needs of our community and young people – vulnerable, SEND, Alternative Provision, English as an Additional Language, Travellers, etc

To ensure that as a Trust there is continued and strengthened community engagement to maximise interaction, opportunity and therefore life chances and aspiration for our Young People

Our **digital technology strategy** will ultimately take considerable resource and also its implications will require time to roll out. By end 2024 we need to have developed resilience, integrity and infrastructure across all of our sites and to have realised our vision for digital learning and equity of access for young people across the Trust.

### **People strategy** embedded:

- recruitment, retention and promotion
- people aspire to work in and for STAR
- career and CPD pathways within STAR and between other Trusts and organisations
- 'talent registry' such as we know who is where and their aspiration

**Wellbeing Strategy** embedded such as a feedback loop that staff are motivated, resilient, motivated and feel in control of their professional lives and valued

Leadership pathways created which lead to enhanced capacity at all levels

**Enhancements to our provision:**

We must not be naïve that the direction of travel is towards a fully academised system and as such we may have further strategic partner schools in the future. We should embrace this where the vision, values and mutual benefit impact positively on our absolute key mission – our young people. Growth for the purposes of better serving the community and our schools. Alongside this, we must continue to consider the building stock within our own estate, ensuring it is environmentally fit for purpose and can deliver within energy constraints. We must ALWAYS consider how any changes to our Trust landscape may meet the wider needs of young people further through opportunities to add specialist or alternative provisions with appropriate authority support. Enhancing the ‘marketing’ of our schools within the locality to potential families.

**Communications and Community** are developed:

- the Trust has a developed, impactful and visible civic footprint
- young people have appropriate work placement and career opportunities
- young people are actively engaged in and ready for a future work of engagement, human flourishing, being civic minded
- business links and opportunities are strong
- all relevant services link well with the Trust
- the Trust reputation, ethos, brand and culture are an aspirant value throughout our community

Continued **financial probity:**

- all processes embedded such as school leaders fully briefed, trained and using financial planning tools to run scenario budgets to forward plan around changes to demographics, leadership structures and school improvement priorities
- looking to further ‘standardise’ where appropriate such as to release staffing and finance
- Trust central structure developed and contingency planned around growth
- consideration around how funding models may be best applied in order to deliver Trust priorities

Further resilience in **governance** and accountability:

- to ensure accountability at all levels has clarity as to its role and function; that layers of challenge and support have impact on outcome and life chances of our young people across the Trust
- ultimately that governance acts to govern the organisation and school improvement
- a rolling programme of review, including appropriate of peer/external challenge and scrutiny is in place to secure judgements on the governance of the Trust