Strategic Plan 2021-2022

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

![The STAR Multi Academy Trust logo]

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

The Trust Board wishes to develop a culture where colleagues in all 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

Trust Board Priorities 2021-2022

1. The overarching priority for the academic year 2021-22 and beyond is: **<u>Educational recovery, regeneration and advancement</u>**.

   Intrinsically linked to our first priority but also with independent threads are:

2. To continue to ensure that our Trust culture with regard **<u>safeguarding, inclusion and wellbeing</u>** is embedded and robust. Support for our students must positively benefit all aspects of student wellbeing, safety and equality of opportunity.

3. To continue to develop **<u>Our Organisation</u>** as a Community Trust with collaborative approaches which benefit our young people's education and life chances, our employees and the wider community.

How are we going to deliver this?

Invest in the implementation of our:

- Development of a Trust student level Wellbeing Strategy
- Consistent and robust safeguarding processes
- Ensuring curriculum, assessment, teaching and learning are carefully tailored to make best impact at all levels
- Facilitating and empowering schools through shared research based CPD and pedagogy including continued development of our Digital Technology Strategy
- Ensuring all aspects of quality assurance, self-evaluation and reporting allow for re-alignment of school and Trust Strategy for best impact
- Realising our People Strategy especially threads in recruitment, equality and diversity, talent management and wellbeing
- Developing active community engagement roles and processes and interlinking enhanced Communications Strategy to share the work of the Trust
- Collaboration, Partnership and Growth Strategy
- Where appropriate, considered and approved strategic use of reserve to move forward priority projects

In further detail:

Strategic Priority	Key actions
Recovery, regeneration and advancement (from the Covid-19 Pandemic) including Curriculum, Standards and Outcomes	Continue to adjust school systems and processes, risk assessments, etc with reference to Covid-19 guidance Continue to make best use of formative data processes at *both* MAT and school level, reporting internally, to LGB and to CEO and Trustees Ensure that all aspects of strategy impact appropriately on all students, including focus to disadvantaged, vulnerable and SEND pupils Teaching and Learning Research Groups including digital learning, EYFS and curriculum focus to convene and use inSTAR to share and develop; ensure our early years practitioners are confident in the rollout of the new EYFS framework Further develop and test the MAT curriculum framework and peer review school level implementation Consider and develop Trust approaches to ks3 assessment and reporting Considered use of MAT Strategic Reserve where appropriate to initiate strategy for recovery especially at research and pedagogy, diagnostic level Implementation of 21/22 School Improvement cycle including QA visits and Peer Review 'deep dives' to aid benchmarking of self-evaluation; review of School Improvement Strategy and resource moving forwards Develop cost-effective and research-tested catch-up initiatives across all ages and phases Re-align policies, expectations and curriculum to best effect Well-being awareness, identifying children/colleagues who may require support to overcome barriers to learning Develop a student focused Wellbeing Strategy at Trust level Develop a Trust level SEND and Inclusion Plan with clarity as to roles and responsibilities and any strategic resource required Develop SENCO Network Meeting to include trust wide training which can be rolled at school level.
Safeguarding, Inclusion and Well-being	Further develop consistent and robust safeguarding/SEND processes and practice across our Trust Test processes for robustness in practice including with regard peer:peer and sexual abuse Agree single processes for SCR scrutiny at LGB level Continued rollout of supervision for DSLs and explore a model of group supervision for key cohorts Analysis and impact of safeguarding audit and reviews Ensure training and training cycles for statutory training are robust and effective Linked to student Wellbeing Strategy, consider a common 'language of understanding' with all pupil/student-facing employees in key areas of educational psychology Ensure that within all elements of PSHCE/RSHE pupils/students within our Trust have equality of opportunity to both a proactive curriculum and reactive support and mentorship to support their well-being; ensure that across all schools and the Trust there is a robust and consistent response to the Ofsted review of sexual abuse in schools and colleges. Develop peer support groups for Learning Mentors/Pastoral Support across the Trust. Explore Trust Wide Safeguarding Awareness & Communication with parents and carers. Review common approach to coding of incidents of sexual harassment and racial abuse.

Finance, Estate and Resources	**H&S/ Estates** ● Continue the roll out of our 10 year estates action and safety action plans to address reactive and proactive programmes ● Compliance - embed 'Every' building management tool and reporting at LGB and Trustee level ● Renew Business Continuity Planning following Covid-19 pandemic ● Carry out post implementation review of cleaning and caretaking contracts **Operations and Compliance** ● GDPR – ensure all schools are compliant and Trust level policies are complete ● Further develop school level contract risk registers ● Carry out post implementation reviews on contracts awarded 20/21 academic year ● Procurement of audit, governance and financial advisory service contracts Continued development work with regard policy creation, alignment and implementation **Financial Control Framework** ● Finalise KPI and audit processes for Trust Central Services ● Review and improve manual finance processes to increase efficiency and demonstrate value for money ● Embed Trust budget assumptions and LGB/Trustee reporting methodologies ● Maintain management accounts & budget Monitoring ● Continued work with internal audit – payroll scrutiny ● Deficits and reserves policy revisions ● Further develop Trust investment policy
Workforce and One Organisation	Key elements from People Strategy now developed to implement and embed (and review as appropriate): ● harmonisation of expectations/requirements of roles for staff at different schools; ● continued Policy development from planned cycle; ● review of output from staff Wellbeing Survey and appropriate actions including appointment of wellbeing posts; ● implementation of revised recruitment processes; ● consider methodology and possible strategic lead requirements for Talent Registry link with School Improvement; ● further develop internal communications, engagement and Trust 'culture' through launch of inSTAR intranet; ● launch of revisions to changes to support staff appraisal cycles; ● review of all strands of equality and diversity alongside best practise partners. Finalise the high level People Strategy document itself Key leadership appointments known at two of our primary schools Work with the SW Hub to roll out Early Careers Framework, further develop our STAR ITT offer and plan for 22/23 programmes

Collaboration, Partnership, Growth and Community	'Mobilise' the revised Collaboration, Partnership and Growth Strategy – possible strategic post Continue to make best links with other Trusts, Local Authorities and the Diocese where there may be mutual benefits Internally conduct or procure a 'readiness for growth' exercise linked to TCAF application Appropriately approach local partners as per revised strategy – business, enterprise, schools, Trusts, potential growth Continued high level liaison with NYCC and Selby District Housing Strategy Continue with Sixth Form Strategy Group development – costed and timelined plan Look to further develop community engagement opportunities and how they may benefit schools and students and reciprocal benefit for community and businesses – possible strategic post
Governance	Implement Member Appointed Trustee Process and recruit to vacancy Continue to develop and implement consistent Trust policies Continue to Improve communication with LGBs and other stakeholders Consider the implications of the changes to Academies Handbook with regard external reviews of governance Full review of governance to be considered prior to tender exercise for governance contract Post implementation review of changes to board and LGB planners and structures end 21/22 academic year Review the scheme of delegation to ensure that it is 'fit for purpose' on a yearly basis Implement annual Trustee and LGB self-review Commission an external peer review of the MAT Review expectations of our Chairs of LGBs as carried forward from 20/21

Measuring Impact

Strategic Priority	Success Criteria
Recovery, regeneration and advancement (from the Covid-19 Pandemic) including Curriculum, Standards and Outcomes	*Schools continue to be compliant with guidance; case prevalence, incidence and impact on class or school closure minimised *Contingency allows for educational continuity through step up to remote learning, vulnerable students/staff protected *All schools are compliant with assessment policy and timeline; moderation secures accurate outcomes *Evaluative narratives report on tracking and outcomes to LGB and to Trust Board *Risk Register in place and updated termly; transparent discussions with headteacher, CofG and Trust Board *TRG groups in place and 'dynamically evolving'; groups informed by research, national hubs and best practise; output shared widely including 'how you can get involved' *School improvement narrative becomes ongoing and multi-faceted; all schools have a commissioned 3rd party audit/QA exercise in place HT2 or HT3 unless in more intensive support already; peer review cycle agreed and in place; 'training pathway' for peer review cycle in hand potentially also involving external partners, including those with Ofsted training *Revisions to SI Strategy and quantum of staffing/resource considered by Spring 2 2022
Safeguarding and well-being	*Trust Safeguarding Policy and all associated policies current and robust; amendments made as necessary *Training matrices show robust completion; staff/LGB have regular discussion opportunities to ascertain robustness and demonstrate awareness of expectations and understanding of training *Whole Trust annual sign offs in place; regular communications emphasise the priority including to wider community *Single Central Record audit responses collated and further audits conducted *Impact report written with regard DSL/Safeguarding link governor networks and DSL supervision *Appropriate pastoral training pathways for key staff groups identified, costed and in

	hand *Key action points across Trust with regard Ofsted sexual abuse report clarified and management response by school and across Trust in hand; Policy development considered *Outline planning in place as part of scoping review for Safeguarding post, for next iteration of NYCC audit" *All LGBs have questionset, reporting framework and menu of activity for monitoring of safeguarding; reporting back to LGBs shows impact of increased monitoring activity for safeguarding and challenge questions being asked *School or wider QA exercises confirm RSE/PSE curricula coverage and student confidence in reporting mechanisms *Trust SEND Policy and Local Offer evolved to include core staff training expectancies across all schools linked to wellbeing strategy *SENDCo network continue to meet and develop best practise; support deployed where required including deployment of EP support *Equalities Policy and Accessibility further considered for impact and compliance *Draft student level Wellbeing Strategic Vision in place following consultation; additional staff roles and training as required
Finance, Estate and Resources	*Renewed estates plan for SCA 22 in place and approved; safety action plans in place at school and LGB level *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 *Business Continuity Planning in place *Digital technology continuity/resilience forwards planning in place *Full school by school audit against internal and external contract KPI and collation report; customer satisfaction report - both indicate high quality and satisfaction ratings *GDPR audit management actions completed; all training requirements and basic paperwork in place "*Contract register maintained and frequent updates provided trustees at MAT

	level; school level contract registers developed *All 'new' contracts 6 months post-implementation review *Progression of digital technology workstream – infrastructure, connectivity, backup *Governance contract reviewed and procurement completed *Policy development continued making use of best practise within Trust alongside external advice routes including NGA, CST, Key, legal *Budget monitoring kept on schedule and reported to Trustees as required; any schools requiring financial support have any funding opportunities maximised *Schools have updated 3 year predicted budgets by Nov 21 FAR *Findings of SRMA at school and Trust level being responded to and management response in hand" *Internal and external audit conducted successfully and with appropriate management response in hand
Workforce and <u>One Organisation</u>	*People Strategy 'public document' in place including visible success criteria *Policy risk and renewal register in place and shared with Trustees; work plan for year in hand *New support staff appraisal launched with all parties; post implementation review planned into next academic year *Updated teacher appraisal/pay committee model successfully completed and post-implementation review conducted *Collation of wellbeing survey at school and trust level complete; any additional survey follow up completed *inSTAR communications launched *'Talent Registry' initial inception *Equality and Diversity Policy review
Collaboration, Partnership, Growth and Community	*Successful stakeholder launch of new Collaboration, Partnership and Growth Strategy; mobilisation planning is in place including appropriate materials on 'offer', due diligence, etc *Scoped and costed plan in place for changes over time to growth and structure; TCAF bid consideration in place

	*Background discussions with potential partners proceed according to agreed steps in mobilisation planning" *Multiple informal reference points available to allow for shared best practise *STAR 'brand' visible within locality and targeted to areas beyond *Clear termly review by school on 'status' of roll vs finance and long term position *Any changes to sixth form offer for Sept 22 are clearly defined
Governance	*Revised committee structures are effective; chairs/CEO/COO and clerks conduct termly reviews including meeting and agenda planner adjustments *Scheme of delegation reviewed *Training matrix for chairs, trustees and LGB reviewed as appropriate *Chair of governors role clarification in place" *Recruitment round successful to fill vacancies at all levels; all levels of governance have in hand skills audit processes to cover succession; all LGB RAG green or with remedial actions in place; allLGB level succession for chair in hand *External review rationale agreed and potentially to consultation or circulation; framework for internal reviews in place *Self-assessment against MAT Assurance framework in place *Governance procurement completed following review exercises

The 3-Year Vision

This strategy document outlines the immediate priorities as defined through Trust-wide review and consultation in July 2021. The Covid-19 Pandemic has impacted such as realising some of these priorities might not be possible and indeed setting strategy much beyond Summer 2022 is at best unpredictable. However, below are some of our key intentions for the three years to July 2024:

The continued journey to recovery: Without doubt most of our key actions with regard teaching and learning, curriculum adjustment, diagnostic use of assessment will reach beyond July 2022. With over 4000 students in our Trust and some in the 0-5 age group who have yet to join us such as we can see the impact on their needs, we should not presume any quick 'catch up' or strategy vs longer term high quality teaching and learning.
During the 21/22 academic year the intention is to re-evaluate to **School Improvement Strategy for 22-25**. 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. Within these 3 years we will of course see schools inspected and be able to evaluate the impact of policy, process and practise to help us further develop approaches to quality assurance and strategy.
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 • 'talent registry' such as we know who is where and their aspirations **Wellbeing Strategy** embedded such as a feedback loop that staff are motivated, resilient and happy Leadership pathways created which lead to enhanced capacity at all levels

Communications and Community are developed: • the Trust has a developed, impactful and visible civic footprint • young people have appropriate work placement and career opportunities • 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
Enhancements to our provision: • alongside a continued and robust development approach to our existing estate….. • considered development of specialist areas such as high needs or linking to alternative provisions through provision of transport or reciprocal arrangements • appropriate growth with new schools joining • appropriate growth to add capacity to strategic school improvement and business teams • a planned, phased, structured approach to any changes to our sixth forms
Continued **financial probity**: • all processes embedded such as school leaders fully briefed, trained and using Budget Planning to run scenario budgets to forward plan around changes to demographics, leadership structures and school improvement priorities • Trust central structure developed and contingency planned around growth • reserve forward planning and modelling in hand
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