

BUSINESS PLAN 2020-2024

# Attenborough Learning Trust

STRENGTH THROUGH PARTNERSHIP

# FOREWORD BY CHAIR OF TRUSTEES

LEE JOWETT

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It gives me great pleasure to provide the foreword to our Business Plan. I am very proud to be associated with the Attenborough Learning Trust and our family of schools each with their own unique identity. From being involved in the very early discussions around forming the Multi-Academy Trust through to being elected as the Chair of the Trust more recently, it has been a real privilege to see the Trust flourish.

We have high quality governance throughout the Trust that holds the executive team to account. We work collaboratively while recognising our local governing bodies and how they shape the uniqueness of each school. Through our outstanding staff and pupil outcomes we strive to achieve the very best for our children, their families and the wider community. I regularly see outstanding outcomes first-hand in our schools and through word of mouth in the city.

Our Trust is in the enviable position of all our schools being rated as outstanding or good. We continually seek to support other schools in the city providing many mutual benefits to both parties.

Our Trust's foundations are based on a clear strategic direction, strong leadership and excellent financial performance. Using these key foundations I am confident that as we will grow as a trust while working with partners to maintain and build our ethos of "Strength Through Partnership". I look forward to working with you on this exciting journey.

# WELCOME FROM THE CEO

JANE RIDGEWELL

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Welcome to the 2020-2024 Business Plan for Attenborough Learning Trust. Attenborough Learning Trust was formed in April 2019 and is now in its second year of operation, having achieved a great deal since its inauguration. The Trust was founded collaboratively, on a strong ethos and moral purpose to support others, so that young people are enabled to achieve their very best. We believe that working closely together with our staff, children and communities will have the most positive impact on the life of every pupil.

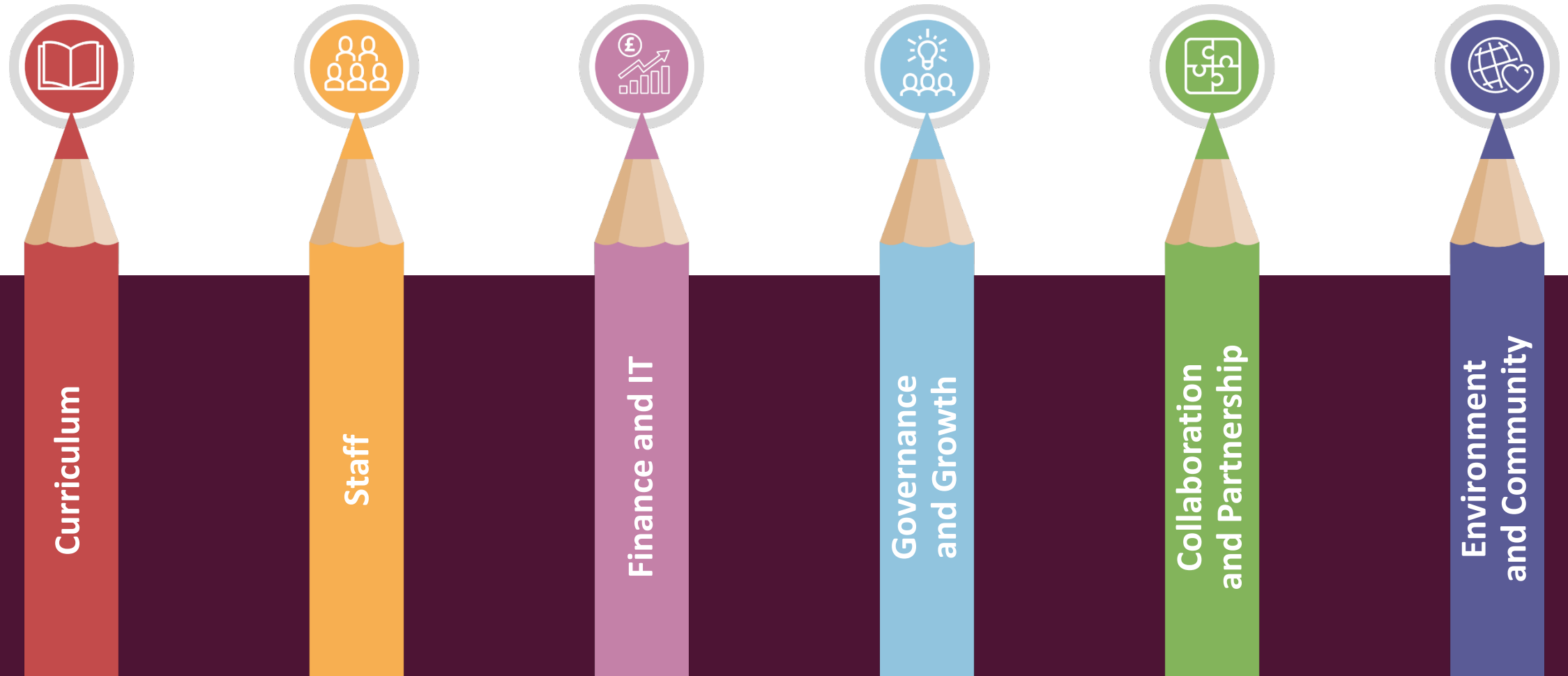
Working within an ethos of collaboration and support, we are a family of four schools in Leicester; two primary and two infant schools, with a total of c1650 pupils and c 230 staff, with a revenue budget of c.7.5 m, operating across six sites. Our outstanding workforce and commitment to community engagement is central to our success. We will continue to invest in our staff, identify and promote talent and use the skills of individuals to make us stronger.

We have achieved a great deal so far but are ready to go further. Through ongoing self-analysis, review and learning from others, we strive to be a trust renowned for its integrity, support and excellent practice in all areas. Following a period of establishment, we are now ready to expand Attenborough Learning Trust by inviting new partners to join us in this exciting phase of our development so that we work together to deliver excellence for our pupils.

This Business Plan provides a clear strategic direction for the coming years, which will enable the Trust to fulfil its aim to grow and ensure 'Strength Through Partnership'.

# OUR STRATEGIC PILLARS 2020 - 2024

The key priorities for the Trust over the next four years are set within our strategic pillars to ensure that the Trust is able to realise its core purpose. We want to secure high quality education for all pupils, with provision being led by outstanding leaders and supported by effective monitoring and accountability systems. Whilst maintaining a strong focus on the needs of individual schools within the trust, we want to be outward facing, developing and sharing effective practice with other schools in the wider system.



# OUR STRATEGIC PILLARS 2020 - 2024

## Curriculum



**1.1** Improve outcomes for children through quality first teaching and the provision of a rich and broad curriculum that raises aspirations and keeps children safe.

**1.2** Provide targeted support to narrow attainment gaps so that all pupils achieve good or better outcomes and personal achievement.

**1.3** Develop our provision so that all SEND pupils are able to access the best curriculum to meet their needs.

## Staff



**2.1** Develop outstanding leadership at all levels through a culture of nurturing and growing our future leaders so that they can progress to leadership opportunities and roles within the Trust.

**2.2** Develop our own talent through CPD programmes and partnerships, seeking regular feedback and evaluation from our staff and respond to their development and support needs.

**2.3** Secure the wellbeing and happiness of all staff across the trust by listening and acting upon feedback.

## Finance and IT



**3.1** Ensure that our budgets match the needs of our pupils and allow us to deliver outstanding outcomes for our children whilst securing budgets that are balanced and sustainable and guarantee the long term viability of our trust.

**3.2** Build highly effective finance teams who provide partnership and support to the leadership in our schools, encouraging our finance professionals to develop their skills and operate in a spirit of collaboration.

**3.3** Develop a trust IT system and strategy that is secure, financially sustainable, and facilitates the delivery of high quality teaching and learning and effective administrative and communication systems.

## Governance and Growth



**4.1** Seek new schools to join the trust at a rate that ensures we know our schools well and the unique communities they serve, attracting schools in Leicester that identify with our core values.

**4.2** Sponsor and support schools on their improvement journey to good and beyond within the trust.

**4.3** Maintain a high quality governance structure where all layers of governance develop their skills and understanding of our local context within a framework of statutory reporting and compliance.

## Collaboration and Partnership



**5.1** Open up and further develop our internal trust networks to any school who might benefit from them.

**5.2** Engage fully in school to school support, giving capacity to the wider educational community, locally and regionally.

**5.3** Increase our external CPD offer, supporting all schools in the Trust to develop areas of excellence to be included in our external training portfolio.

## Environment and Community



**6.1** Engage with our families and carers to identify and prioritise need for enriched community services.

**6.2** Develop a strategy for ensuring we are a strong partner with our community services and networks. Developing effective strategies for keeping safeguarding at the heart of all we do.

**6.3** Actively pursue greener, renewable energy sources and develop a strong environmental ethos with the children and families in our Trust.



## Our Vision

Become the Trust for  
world-class quality  
education and personal  
achievement through  
partnership and  
collaboration



## OUR MISSION AND PURPOSE

- Our children will benefit from the increased learning opportunities created by access to a wider experienced pool of specialist teaching and support staff and a wider range of resources resulting in improved outcomes and life chances for all.
- Our families and carers and the local community will receive enhanced family and carer support including sharing facilities and expertise, improved access to enrichment and support services and a broader range of community services.
- Our staff will benefit from increased opportunities to develop and maintain their high-quality teaching practice by utilising access to greater resources and wider peer networks for sharing best practice.
- Our partner schools improve their operational effectiveness and efficiency by sharing support and expertise.
- Together ALT schools are better placed to contribute to the wider system of education across Leicester. Outward facing and forward thinking, we continuously look for opportunities to share experience, support others and develop ourselves and others.



## OUR VALUES AND BELIEFS

- Working in partnership with other schools in a spirit of collaboration, openness and trust to achieve the highest standards of academic progress and personal achievement.
- Creating local solutions to local issues.
- Creating and supporting an active learning community which includes staff, children and families.
- Keeping children safe.
- Ensuring that all children have access to high quality learning opportunities tailored to their needs.
- Using our resources wisely to achieve the best outcomes for children.
- Ensuring a balance of autonomy for individual schools alongside collective accountability.
- Providing all staff with enhanced opportunities for professional growth and development.

# STRENGTH THROUGH PARTNERSHIP

## 01 What makes ALT different from other Trusts?

- Each school has the autonomy to develop and deliver its own curriculum whilst benefitting from joint curriculum networks.
- The Trust is based on collaboration and working together for the good of all the children in the Trust: and the wider educational community.
- The individual nature of each school, from uniform to holidays and school days, is protected.
- Trust staff have the opportunity to work with other schools across the MAT.
- A high quality Governance and Executive Leadership structure provides support and challenge.

## 02 How Do We Collaborate and Move Forward Together?

- Networks of school leaders working together on curriculum and enrichment opportunities.
- The Headteacher School Improvement Group work together to ensure a coherent strategic direction and drive is in place.
- Each Headteacher is committed to working across the MAT and having an impact beyond their own school.
- Quality joint INSET and Continuing Professional Development are in place.
- Clear and consistent financial procedures and reporting systems in place across the MAT.
- A shared focus on developing teaching and learning brought together through the MAT Business Plan and School Improvement Strategy.

# STRENGTH THROUGH PARTNERSHIP

## 03 What do the Academies get out of the MAT?

- A quality Executive Leadership Team and Trustee Board to support and challenge the school.
- Clear and sound financial procedures which comply fully with the Academies Financial Handbook.
- A range of networks which collaborate to improve outcomes across the MAT.
- Retained autonomy and control over a number of significant areas.
- A shared commitment from all schools that the MAT must be greater than the sum of its parts.
- Membership of a Headteacher School Improvement Group charged with ensuring compliance and improvement across the MAT.
- Quality financial systems to ensure that school budgets effectively deliver the vision of the Trust and individual schools.

## 04 What do we expect from our Academies?

- Buy-in to the Mission, Purpose and Values of the MAT.
- Commitment to collaborate fully as a member of the MAT, whatever the circumstances of the school.
- Agreement that success and commitment to improve will lead to greater autonomy and rights within the MAT.
- Commitment from the Headteacher and other Senior Leaders to spend time supporting and helping other schools across the MAT.
- Agreement to follow the financial policies and procedures of the MAT.
- A positive attitude to change.
- Willingness to report school performance and financial information to Executive Leaders and Trustees.

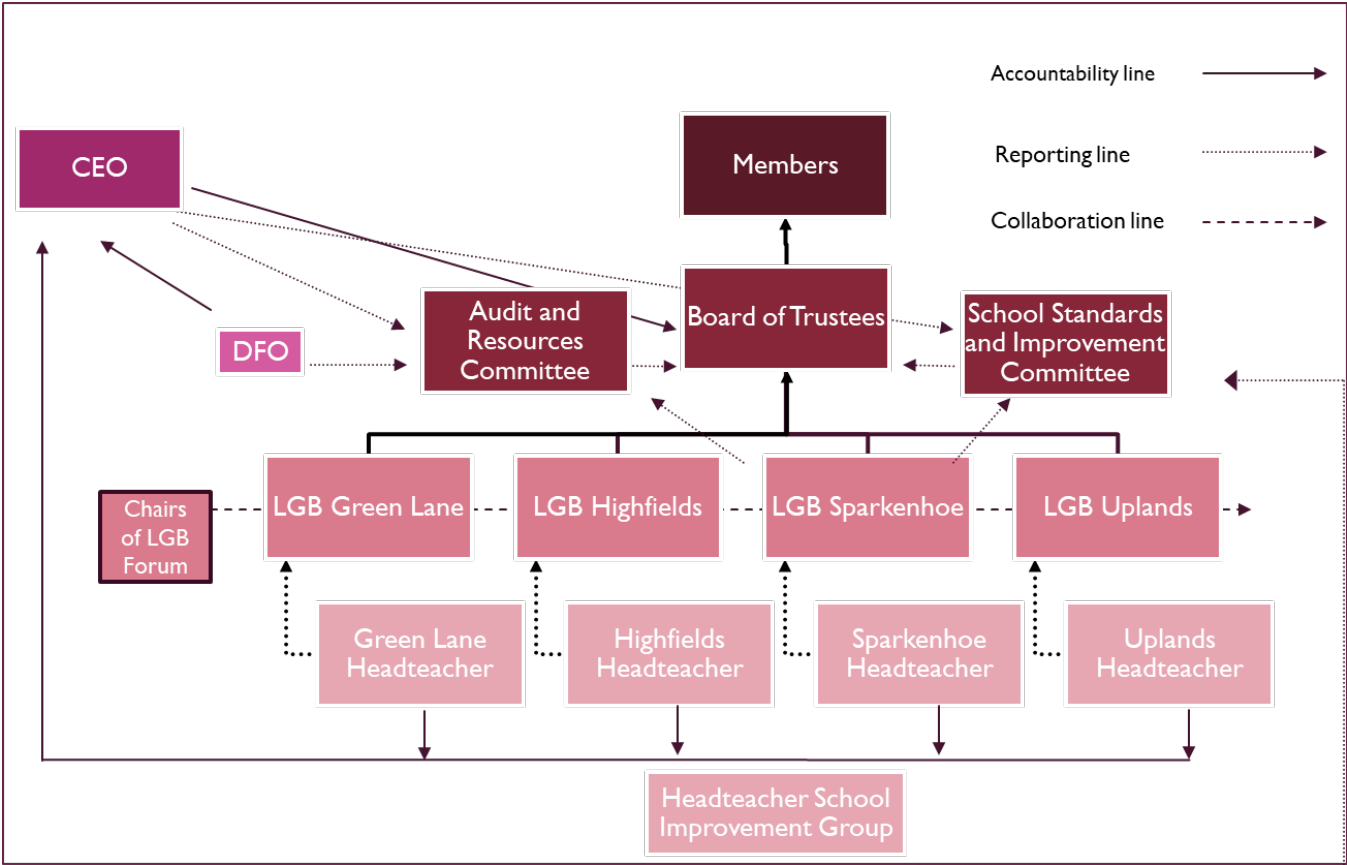
# LEADERSHIP & GOVERNANCE

## A clear scheme of delegation lays out the delegated authority throughout the MAT.

This works on a principle of earned autonomy with a high level of delegation to Headteachers and Local Governing Bodies.

However, when there is an area of underperformance which needs additional support from the trust to ensure rapid improvement, the level of autonomy is reduced. The intervention triggers are clearly laid out within the scheme of delegation and school improvement strategy.

# ACCOUNTABILITY FRAMEWORK





# LEADERSHIP & GOVERNANCE

We have ensured that all who are part of the governance structure of the Attenborough Learning Trust are committed to our shared values and beliefs. They bring a strong skill set and a desire to serve our community of schools. Full bios and information about all members and trustees are available on our Trust website.

 [www.attenboroughlearningtrust.org.uk](http://www.attenboroughlearningtrust.org.uk)

## Members

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- Jason Bell
- Minesh Chauhan
- Gina Samuel-Richards
- Khalid Mahmood
- Brian Downes

## Board of Trustees

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- |                     |                            |
|---------------------|----------------------------|
| • Lee Jowett, Chair | • Pankaj Patel, Vice Chair |
| • Hanif Asmal       | • Rose Griffiths           |
| • Sunil Desai       | • John Turner              |
| • Husein Mussa      | • Learie Gonsalves         |
| • Stacy Thornton    | • Zahir Mamujee            |
| • Andrea Gray       | • Rob Grant                |
| • Louise Dobbs      |                            |

## Executive Leadership

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- **CEO - Jane Ridgewell**  
Currently part-time at 3/days/wk.
- **DFO - Dave Nimmo**  
Currently part-time at 3/days/wk
- **Clerk/Business Support – Amanda Bailey**  
Currently part-time at 2/days/wk

# SCHOOL IMPROVEMENT STRATEGY

## Existing Schools

- Our long-term aim is to remain a moderate sized local Trust which will ensure that we know our academies and the communities they serve.
- Our Trust is built on the premise of collaboration and shared values, and we have sought to strengthen this by evolving over time and not growing too large or too quickly.
- Our focus is to develop and enhance our collaborative approach, and in doing so strengthen the practice and outcomes in our schools. This includes focusing on key areas of weakness, sharing staff across the MAT and offering targeted support and coaching where our schools have the greatest need.

## New Schools

- If a school wishes to join our MAT, clear understanding of the school's current position is required by our Trustees. This will include a review of data, relevant documentation (i.e. Analyse School Performance, Data Dashboards and OfSTED reports) along with undertaking a due diligence process of the current school position, including finance.
- This audit of provision will be a collaborative approach that will be carried out alongside the joining school, taking full account of the school's own self-evaluation and identified priorities and any external review which has taken place.
- We will also establish the joining school's own areas of strength and expertise that can be shared across the Trust and, in particular, the skills of staff within the school.
- New schools will have access to all the shared services provided by the Trust.
- Where new schools are not already graded as "Good" or "Outstanding" the Trust will facilitate a high quality, bespoke package of support formulated and agreed by our CEO.

## School Improvement Ethos & Strategy

- An Annual Performance Dialogue and Risk Assessment will be carried out with all schools and monitored at least termly. This will inform the level of support required by the school. In the spirit of our leadership culture, the willingness of the school to engage with school improvement activity and the leadership capacity necessary to drive these improvements in the school will be evaluated as part of the risk assessment process.
- Our intervention strategy will operate at three levels, together with the schedule of monitoring of actions arising from the Annual Performance Dialogue and Risk Assessment. At every level, the opportunity will be given to the Headteacher and Local Governing Board to provide contextual information and narrative to the process.

# INTERVENTION STRATEGY

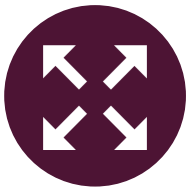
<b>CORE SUPPORT</b> Provided to all schools where outcomes remain above national average in all key measures.	<b>ADDITIONAL SUPPORT</b> Provided for schools where the Annual Performance dialogue and Risk Assessment highlights issues within the following indicators. The CEO is accountable and works with the school to resolve these and informs the trust board of status at each meeting.	<b>INTENSIVE SUPPORT</b> Provided where the CEO is accountable, and trust board are directive if a school is reluctant to engage.
<p><b>Intervention triggers:</b></p> <ul style="list-style-type: none"> <li>Interventions triggers are not highlighted in the Annual Performance dialogue and Risk Assessment. Schools readily engage in the programme of support and challenge.</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Regular 1:1 line management meetings for Headteachers with CEO</li> <li>Regular Headteacher group meetings to share best practice, identify issues and share solutions</li> <li>Headteacher annual appraisal and mid-point review meeting</li> <li>Peer reviews</li> <li>Annual internal review</li> <li>Business and finance group meetings DFO/school finance staff</li> <li>Access to leadership programmes for all staff</li> <li>Access to coaching and mentoring</li> <li>Facilitation and support for MAT wide leadership groups e.g. safeguarding and SENDCo</li> <li>Regular teach meets to share best practice</li> <li>Joint INSET programmes</li> <li>Governor support programme</li> <li>NQT programme and Induction/support for new Headteachers and Senior Leaders</li> <li>Attendance officer working across all schools</li> </ul>	<p><b>Intervention triggers:</b></p> <ul style="list-style-type: none"> <li>The performance of a sub cohort of students falls below, or is at risk of falling below, the national average</li> <li>The gap for disadvantaged widens or is at risk of widening</li> <li>Attendance thresholds are or are at risk of being breached</li> <li>Increased % of teachers being less than good</li> <li>The performance of a subject falls below, or is at risk of falling below, the national average</li> <li>There is a budget deficit forecast/negative cash flow forecast highlighted by internal financial audit</li> <li>There is a safeguarding/behaviour concern</li> <li>There are leadership capacity issues</li> <li>Fall in student or staff wellbeing</li> <li>Fall in roll contrary to local trends</li> <li>Increase in parental complaints</li> <li>Staff recruitment/ retention issues</li> <li>Policy breaches</li> <li>Any other threats to a school's performance deemed by the trust to warrant further exploration</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>If a school is causing concern the CEO will work with the head more regularly, through CEO additional support visits and broker additional support for the school from within the trust or from external sources. The SIP will be closely monitored, and clear actions against time scales agreed at line management meetings.</li> </ul> <p>Support may be:</p> <ul style="list-style-type: none"> <li>Monthly financial monitoring visits from DFO</li> <li>CEO additional support visits</li> <li>Trust led internal review of areas causing concern</li> <li>Support from an effective leader from another school</li> <li>Additional support from the CEO</li> <li>Mentoring from an LLE/NLE</li> <li>Additional support from consultants</li> <li>Programme of visits to other schools for key personnel</li> <li>Staff placed on support programmes with a personalised CPD package</li> <li>Governor training</li> </ul>	<p><b>Intervention triggers:</b></p> <ul style="list-style-type: none"> <li>The school is below, <b>or</b> at risk of becoming below the floor standard in a key measure</li> <li>The school is graded as requires improvement at Ofsted inspection point</li> <li>The school is coasting, or at risk of becoming coasting</li> <li>There is a forecast or actual deficit budget/school is unable to achieve financial stability</li> <li>There is a serious breach of safeguarding</li> <li>There is no Headteacher</li> <li>Significant fall in roll</li> <li>Significant turnover of staff</li> <li>Weak governance</li> <li>Cash flow issues</li> <li>Failure to follow internal financial procedures</li> <li>Safeguarding and behavior proving a significant risk.</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Internal / external review of the area causing concern</li> <li>Action plan agreed and monitored monthly, to be implemented against clear targets and timescale to be achieved</li> <li>Contracting in an external consultant</li> <li>Deployment of a senior leader from another school to work in the school needing support</li> <li>Enhanced capacity through the secondment of a strong practitioner from another school</li> <li>CEO/DFO to work in the school for an agreed number of days per week</li> <li>Deployment of a headteacher from another school</li> <li>The opportunity to change governance and loss of delegated authority</li> </ul>

# MAT CAPACITY AND GROWTH



## GROWTH

- Attenborough Learning Trust was set up to enhance the good working relationships and practices built up over a number of years between the schools, and all schools were judged at least to be 'good' in terms of OFSTED category at joining.
- Robust due diligence was carried out with all schools who joined the Trust at the outset and schools had equal rights. A large amount of due diligence was carried out in order to ensure that this 'equal footing' was appropriate to the founding schools.
- Attenborough Learning Trust will consider other schools joining us, following a process of due diligence and risk assessment. We are committed to the principles of collaboration and school to school support and would want to ensure that this process forms the basis of an open and honest partnership. As long as the time was right and the Trust felt that it would be to the benefit of the Trust and the interested school.
- This due diligence process would consider a number of factors such as finance, performance, Governance and assets, including buildings.
- The incoming school, if accepted, may have to agree to Earned Autonomy (see below) for a period of time in order to build up to having equal rights with the established academies.



## CAPACITY

- Together we will be better placed to meet the needs of the children in our schools and contribute to the system leadership agenda. The Academy Trust will continuously look for opportunities to share experience and develop all staff through CPD and enhanced leadership roles. We will be outward facing, forward thinking and looking for opportunities to offer school-to-school support within and outside of our Academy Trust.
- Alongside the Growth and Development Strategy, we will build our leadership capacity to reflect our aspirations for the Trust. We aspire to grow by a maximum of two schools each year, inclusive of one school that may require more intensive support.
- The roles of Chief Executive Officer and Director of Finance and Operations, with some central administrative support have been established centrally from the start of the Trust. Additional external expertise will be brokered until such a time that the growing needs of the Trust can be sustained with an increased central leadership function. Enhanced Leadership opportunities will be offered to staff across the Trust to lead on defined improvement projects and support effective networking.
- The part-time roles of the CEO and DFO will increase, to full time, relative to the size of the trust, with the expectation that these will be full time for the point of issue of academy orders for an additional one or two schools, depending on number of pupils.

# RESOURCES ALIGNED TO THE MAT CAPACITY AND GROWTH

PHASE ONE 4 schools	PHASE TWO 4 + 1 or 2 schools*	PHASE THREE 5 + 1 or 2 schools*	PHASE FOUR 6 + 1 or 2 schools*	PHASE FIVE 8+ schools
INTERNAL RESOURCES				
<ul style="list-style-type: none"> <li>• CEO 0.6 FTE</li> <li>• DFO 0.6 FTE</li> <li>• Business Admin &amp; Clerk 0.3 FTE</li> <li>• School Improvement brokerage</li> </ul>	<ul style="list-style-type: none"> <li>• CEO 0.8 FTE</li> <li>• DFO 0.8</li> <li>• Business Admin &amp; Clerk 0.3 FTE</li> <li>• School Improvement Lead 0.4 FTE</li> </ul>	<ul style="list-style-type: none"> <li>• CEO 1 FTE</li> <li>• DFO 1 FTE</li> <li>• Business Admin &amp; Clerk 0.4 FTE</li> <li>• School Imp. Lead 0.6 FTE</li> </ul>	<ul style="list-style-type: none"> <li>• CEO 1 FTE</li> <li>• DFO 1 FTE</li> <li>• Business Admin &amp; Clerk 0.6</li> <li>• School Imp. Lead 1 FTE</li> <li>• Operations Officer 0.2 FTE</li> </ul>	<ul style="list-style-type: none"> <li>• CEO 1 FTE</li> <li>• DFO 1 FTE</li> <li>• Business Admin &amp; Clerk 0.8 FTE</li> <li>• School Imp. Lead 1 FTE</li> <li>• Operations Officer 0.4 FTE</li> <li>• Central HR/Finance structure 0.8 FTE</li> </ul>
EXTERNAL RESOURCES				
<ul style="list-style-type: none"> <li>• Onboarding development project management</li> <li>• Marketing and website design</li> <li>• Strategic development consultancy</li> <li>• SEND/EWO support</li> <li>• HR/Payroll</li> </ul>	<ul style="list-style-type: none"> <li>• IT manager 0.4 FTE</li> <li>• SEND/EWO support</li> <li>• HR/Payroll</li> <li>• Family Support officer 0.3 FTE</li> </ul>	<ul style="list-style-type: none"> <li>• IT manager 0.4 FTE</li> <li>• SEND/EWO support</li> <li>• HR/Payroll</li> <li>• Family Support officer 0.3 FTE</li> </ul>	<ul style="list-style-type: none"> <li>• IT manager 0.4 FTE</li> <li>• SEND/EWO support</li> <li>• HR/Payroll</li> <li>• Family Support officer 0.4 FTE</li> </ul>	<ul style="list-style-type: none"> <li>• IT manager 0.4 FTE</li> <li>• SEND/EWO support</li> <li>• Payroll</li> <li>• Family Support officer 0.4 FTE</li> </ul>

\* Capacity to take on one or two additional schools will be informed by due diligence relating to Ofsted category and financial/operational health. Expansion of internal capacity to be informed by size of school/no of pupils. Increase in internal capacity temporary at the point of academy orders and permanent on conversion.

# SERVICES WE PROVIDE

We offer schools the following centralised services, from the top slice that is drawn from each member school.

## Finance Support



- Preparing financial statements in line with the Department for Education (DfE) and Education Funding Agency (EFA) requirements
- Budget preparation and monitoring
- Taxation advice
- VAT returns
- Asset management
- Monthly/Quarterly management accounts
- Software and processes training for school finance staff
- Financial management co-ordination
- Integrated Financial Management System (PS financials)



## School Improvement

- School Improvement, including enhanced SEND support services
- Centrally organised networks, CPD and coaching



## HR Support & Consultancy

- Payroll and contract support
- Legal support and Advice



## Additional Support

- Brokerage of Insurance
- Brokerage of other core services on request

## OUR SCHOOLS

Attenborough Learning Trust is a Multi-Academy Trust in Leicester City.

There are currently four schools in the trust across 6 sites with approximately 1650 pupils on role and 250 staff.

### Green Lane Infant School



**Headteacher:** Rebecca Conway

**Email:** [office@greenlane.leicester.sch.uk](mailto:office@greenlane.leicester.sch.uk)

**Phone:** 0116 262 7050

**OFSTED Grading:** Good (Jan 2016)

### Highfields Primary School



**Headteacher:** Errol Rowe

**Email:** [office@highfields-pri.leicester.sch.uk](mailto:office@highfields-pri.leicester.sch.uk)

**Phone:** 0116 253 1382

**OFSTED Grading:** Outstanding (Sept 2013)

### Sparkenhoe Community Primary School



**Headteacher:** Rhian Jones

**Email:** [office@sparkenhoe.leicester.sch.uk](mailto:office@sparkenhoe.leicester.sch.uk)

**Phone:** 0116 251 2686

**OFSTED Grading:** Outstanding (May 2010)

### Uplands Infant School



**Headteacher:** Michelle Orton

**Email:** [schooloffice@uplands-inf.leicester.sch.uk](mailto:schooloffice@uplands-inf.leicester.sch.uk)

**Phone:** 0116 262 7050

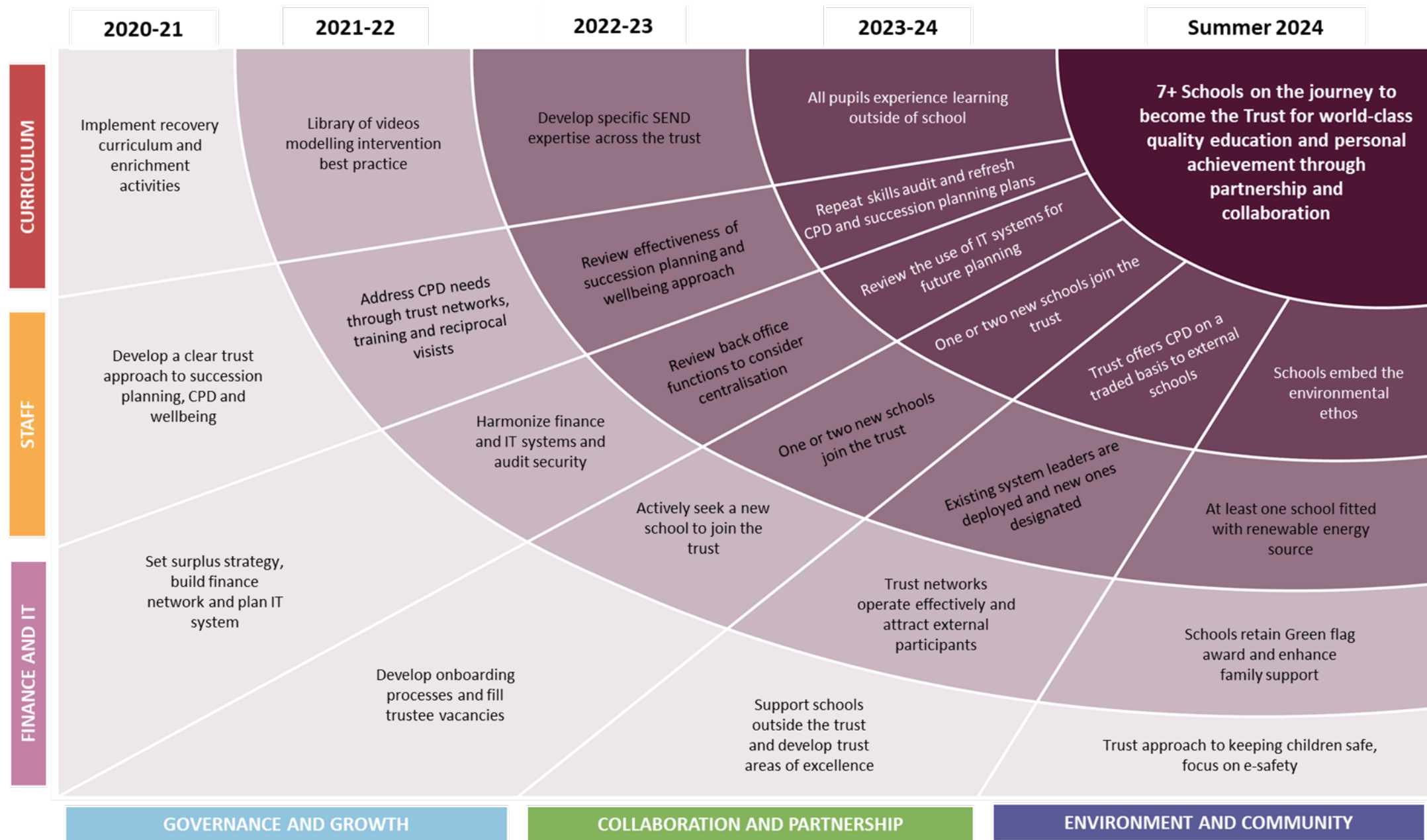
**OFSTED Grading:** Outstanding (Feb 2009)

# **Attenborough Learning Trust**

STRATEGIC PLAN 2020-2024



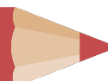
# 4 YEAR TRANSFORMATION MAP





## PILLAR ONE: CURRICULUM

## Attenborough Learning Trust Strategic Plan



	2020-2021	2021-2022	2022-2023	2023-2024	Goal for summer 2024
<b>1.1 Improve outcomes for children through quality first teaching and the provision of a rich and broad curriculum that raises aspirations and keep children safe.</b>	<p>Support schools with self-evaluation planning.</p> <p>Plan a trust wide approach to school trips across the local area, city and beyond to ensure all pupils have fair and equitable access to educational experiences outside of school.</p> <p>Identification of quality first teaching in each year group</p> <p>Appeal to alumni through parental contacts, social media and word of mouth to develop a board portfolio of speakers that can raise the aspirations of pupils.</p>	<p>Developing subject leaders with the necessary skills and knowledge to evaluate the schools' curriculum in their subject and plan for improvements.</p> <p>Start to deliver alumni sessions to pupils.</p> <p>Ensure outside presenters that come into school cover a curriculum area and talk about their career.</p>	<p>Review the approach to identify other experiences the children should have to provide a rounded educational experience.</p> <p>Undertake a review of transport costs to see whether a trust bus or similar collective transport solution could provide better value for money.</p> <p>Work with families to instill the value of educational experiences outside of school so they value them above regular evening activities if they run beyond 3:30pm.</p>	<p>Not a focus this year</p>	<p>Trust wide facilitations of subject networks ensures all schools are developing their curriculum</p> <p>Careers education is in place and includes talks from local alumni and university and graduate careers.</p> <p>All pupils experience learning outside of school through trips in the local area, across the city and beyond.</p> <p>Families are bought into the vision and value of learning outside the classroom and are supportive.</p>
<b>1.2 Provide targeted support to narrow attainment gaps so that all pupils achieve good or better academic outcomes and personal achievement.</b>	<p>Develop a trust wide approach to moderation and reporting of pupil performance as a way of evaluating the impact of the curriculum, building on existing best practice.</p> <p>Implement a recovery curriculum using the catch-up premium to deliver a remote blended learning offer and secure quality first teaching.</p> <p>Engagement with DfE academic mentoring programme.</p> <p>Teacher year group networks set up to share effective planning and delivery.</p>	<p>Schools use consistent and detailed reporting proformas.</p> <p>Schools' dashboard targets set and RAG rated each year.</p> <p>Create a library of CPD including recordings of training sessions and videos of staff modelling best practice interventions.</p>	<p>Not a focus this year</p>	<p>Not a focus this year</p>	<p>Reporting systems are robust and consistent adding value to the Trust performance and effectiveness.</p> <p>An effective consistent approach to providing targeted support is in place across the trust to ensure progress, achievement and attainment of all pupils.</p> <p>Attainment gaps are below the city average and in line with those of outstanding schools in the region.</p> <p>Pupils achieve and meet National Expectations.</p>
<b>1.3 Develop our provision so that all SEND pupils are able to access the best curriculum to meet their needs</b>	<p>Undertake significant development of provision for SEND pupils to ensure they make progress in line with their cohort.</p> <p>Develop the specific SEND network to include a focus on remote learning for SEND pupils.</p>	<p>Provide family support for SEND through a trust SEND lead to support high needs, SEND, and family support.</p>	<p>Develop specific SEND expertise across the trust.</p>	<p>Not a focus this year</p>	<p>Existing support from Speech and Language, Psychology, SEMH, and the SENCO network remain in place and grow with the trust as required.</p> <p>SEND pupils achieve goals set on EHC plans.</p>



## PILLAR TWO: STAFF

## Attenborough Learning Trust Strategic Plan

	2020-2021	2021-2022	2022-2023	2023-2024	Goal for summer 2024
<b>2.1 Develop outstanding leadership at all levels through a culture of nurturing and growing our future leaders so that they can progress to leadership opportunities and roles within the trust.</b>	<p>Profile leadership across the trust identifying those with the potential to develop into leadership positions.</p> <p>Develop a clear trust approach to leadership development and succession planning.</p>	<p>Provide suitable leadership development opportunities and CPD as identified through the audit. This is likely to include: formal CPD (NPQs etc.), working with other schools in the Trust, working with an increased amount of senior leaders for a range of experience.</p>	<p>Continue with the leadership development plan.</p> <p>Review effectiveness of succession planning and leadership development activities</p>	<p>Revise trust approach as necessary in the light of refreshed skills audit.</p>	<p>A strong leadership pipeline is in place which ensures experienced and skilled leaders are ready to take the next step up as vacancies arise and transition is smooth with no disruption to the school.</p>
<b>2.2 Develop our own talent through CPD programmes and partnerships, seeking regular feedback and evaluation from our staff and respond to their development and support needs.</b>	<p>Undertake a trust-wide audit of skills to identify areas of expertise and areas of development. This will utilise both individual and line manager perceptions of need.</p> <p>Write trust wide CPD plan to be reviewed annually.</p> <p>Networks operate remotely.</p>	<p>Implement the plan to address identified needs through CPD, either through bringing in support or developing the strengths within the trust.</p> <p>Each school to identify and develop at least one area of excellence (something they do really well) so that practice is quality assured.</p> <p>Trust networks provide CPD through peer support across a wide range of areas including SENCO, assessment, ICT, attendance, Deputy Heads, and back office functions. These add value and are considered effective by attendees.</p> <p>Begin a trust programme to enable and encourage middle leaders to visit other schools. This will allow them to observe others teach and give a wider perspective.</p>		<p>Repeat of skills audit survey and refresh of CPD plan.</p>	<p>All gaps in skills and expertise identified in 2020-21 have been addressed. Staff are working collaboratively in mature networks across the trust which provide effective ongoing CPD.</p> <p>Pool of talented staff has been developed and being deployed to support other schools. Sharing expertise across the trust and beyond.</p>
<b>2.3 Secure the wellbeing and happiness of all staff across the trust by listening and acting upon feedback.</b>	<p>Develop trust-wide staff wellbeing policy</p> <p>Engage governors and trustees in supporting staff development.</p> <p>Develop a trust-wide network with ownership on all sides (staff, line managers, SLT, governors, trustees) to lead on wellbeing related activity.</p> <p>Implement annual staff wellbeing survey.</p>	<p>Implement specific improvements identified in wellbeing survey.</p>	<p>Implement specific improvements identified in wellbeing survey.</p>	<p>Review the effectiveness of the wellbeing survey and revise it accordingly.</p>	<p>Annual staff survey shows a consistently high level of job satisfaction and that staff feel the trust is looking after their wellbeing.</p> <p>Issues raised through the survey are addressed by the Trust network</p> <p>Staff retention rates remain above 2020 figure</p> <p>Staff absence rates are below 2020 figure</p>



## PILLAR THREE: FINANCE AND IT

## Attenborough Learning Trust Strategic Plan

	2020-2021	2021-2022	2022-2023	2023-2024	Goal for summer 2024
<p><b>3.1 Ensure that our budgets match the needs of our pupils and allow us to deliver outstanding outcomes for them. This is whilst securing budgets that are balanced, sustainable and guarantee the long term viability of our trust.</b></p> <p><b>Develop a strategy to manage the surplus we hold, ensuring this is always targeted at our children whilst respecting our buildings and the health and safety of those that use them.</b></p>	<p>Balanced budgets are agreed by Aug each year for the following year. There is a clear focus of the resource on children whilst not neglecting building.</p> <p>Surplus/reserves strategy is developed and agreed with trustees and senior leadership of schools in the trust. The strategy has long term buy in from heads of all trust schools and facilities.</p>	<p>Significant investments are planned over the medium to long term and agree by school and Trust leadership.</p> <p>Robust plans are in place to mitigate the impact of unexpected events.</p>	<p>Review of all back office functions with a view to centralisation which will bring trust-wide consistency of approach and efficiencies.</p>	<p>Any actions not completed by summer 2022 and resolution of emerging issues.</p> <p>Strategy reviewed and revised as necessary.</p>	<p>Trust finances are in a secure position for the long term.</p> <p>A clear surplus strategy is in place.</p> <p>Top slice matches the service provided. % only increased to provide improved central services.</p> <p>All schools understand, and agree to adhere to, the surplus strategy.</p> <p>Functions are centralised where this provides a better service and lower costs.</p>
<p><b>3.2 Build highly effective finance teams who provide partnership and support to the leadership in our schools, encouraging our finance professionals to develop their skills and operate in a spirit of collaboration.</b></p>	<p>Finance staff brought together as a network to build professional relationships and begin peer support with sharing of practice and problem solving. Ethos of the trust and direction of travel introduced.</p>	<p>Finance systems and processes are harmonised across trust schools</p> <p>Programme to enable finance staff to work in schools other than their own for development purposes and to improve harmonised finance processes.</p>	<p>Finance staff see themselves supporting the Trust and not just their own school. Staff work effectively in other schools where necessary.</p> <p>Financial risk matrixes and government risk registers reviewed and updated.</p>	<p>Not a focus this year</p>	<p>All finance team members are bought into the ethos of the Trust (by 2022) and work in partnership with school leaders to achieve the mission and purpose of the trust (by 2023).</p> <p>Finance staff work effectively in other schools where necessary.</p>
<p><b>3.3 Develop a trust IT system and strategy that is secure, financially sustainable, and facilitates the delivery of high quality teaching and learning and effective administrative and communication systems.</b></p>	<p>Develop a clear plan for system integration which includes providing for children, teaching staff and business functions (HR, finance etc). Plan to include connectivity, choice of system, hardware/software requirements</p> <p>System designed to enable remote learning/home learning and new ways of delivering the curriculum.</p> <p>Staff development on remote delivery</p>	<p>Implementation of chosen system at all 4 current Trust schools. The system functions as intended and all staff and pupils have access.</p> <p>Audit the IT system paying close attention to the security particularly in relation to the cloud based solutions, and offsite/ remote access risks.</p>	<p>Staff are using the IT systems to join up thinking and work across trust schools to enable more efficient working, share effective practice and provide peer support, building on networks.</p>	<p>Review of IT system and strategy in order to plan for the next 4 years.</p>	<p>All Trust schools use the same integrated IT system.</p> <p>Centrally managed team of IT professionals in place to provide technical and T&amp;L support.</p> <p>All Trust staff are able to access systems on any Trust site.</p> <p>The child centred approach ensures regular access to technology and supports school and home learning.</p>



## PILLAR FOUR: GOVERNANCE AND GROWTH

## Attenborough Learning Trust Strategic Plan

	2020-2021	2021-2022	2022-2023	2023-2024	Goal for summer 2024
<b>4.1 Seek new schools to join the trust at a rate that ensures we know our schools well and the unique communities they serve, attracting schools in Leicester that identify with our core values.</b>	<p>Development of onboarding processes to ensure smooth transition when schools choose to join. In line with sponsorship agreement/application.</p> <p>Hold informal discussions with schools that have expressed an interest in joining the trust in the past to keep them 'warm' whilst acknowledging the effects of COVID on school leadership capacity which means any schools will wish to join in 20-21.</p>	<p>Actively seek new schools to join the trust by identifying them through existing networks, school to school support activity, or RSC invitation.</p> <p>1 new school joins the trust.</p>	<p>Growth of network activity raises the profile of the trust and encourages schools to join.</p> <p>1 or 2 new schools join the trust.</p>	<p>1 or 2 new schools join the trust</p>	<p>At least 3 new schools, that share the vision and values, have joined the trust.</p> <p>A maximum of 2 schools join in each academic year. One per year if sponsored.</p> <p>Growth remains manageable and sustainable. Growth activity paused if this is not the case.</p>
<b>4.2 Sponsor and support schools on their improvement journey to good and beyond within the trust.</b>	<p>Focus is solely on ensuring existing Trust schools remain good or better.</p> <p>Agree due diligence processes for assessing finance and governance of new schools.</p> <p>Establish sponsor status and build relationship with RSC to identify a sponsor school.</p>	<p>Support of existing trust schools ensures they remain good or better.</p> <p>Focus of support shifts to the new school.</p> <p>Ethos of new school aligns with the trust ethos.</p> <p>Existing schools start to develop areas of excellence.</p>	<p>Support of existing trust schools ensures they remain good or better.</p>	<p>Support of existing trust schools ensures they remain good or better.</p>	<p>Existing trust schools are secure in their Ofsted rating of good or better.</p> <p>New schools show a clear improvement trajectory and are on course to be good or better within an acceptable timescale if not already.</p>
<b>4.3 Maintain a high quality governance structure where all layers of governance develop their skills and understanding of our local context within a framework of statutory reporting and compliance.</b>	<p>Complete trustee and member interviews, fill remaining trustee vacancies, and develop induction process and training.</p> <p>Ensure there is good balance of skills and experience across the board including those that understand children and the local community.</p> <p>LGBs uphold the values of the trust.</p>	<p>Governance skills audit and external review of governance undertaken.</p> <p>Effective approach to linking trust board to local chairs of governance developed. Terms of reference in place and being followed.</p> <p>Local Governing Boards are consistent across the trust including frequency of meetings and agenda items</p> <p>Governor/Trustee succession planning strategy commences.</p> <p>Governor/trustee mentoring programme initiated.</p>	<p>Trustee and governance vacancies are filled within 1 term whilst maintaining a balance of skills and experience.</p> <p>Trustees link effectively with local Chairs of Governors, following TORs.</p> <p>Support the governing boards of new schools to help them adapt to the trust approach effectively.</p> <p>Trustees/governors to review the agreed triggers for intervention to ensure they represent the appropriate time for the trust deepen support to a school.</p> <p>Strengthen annual risk assessment processes with schools and follow-up.</p>	<p>External review of governance</p> <p>Review and refresh of the Scheme of Delegation.</p> <p>Consider and potentially appoint a Trust Governance Lead to ensure consistency across the trust in order to maintain a consistent approach and quality.</p>	<p>Trustees and governors are supporting trust and school leadership to do a better job.</p> <p>Effective links are in place between members, trustees and local governing boards. Each understand their role in the scheme of delegation and deliver it effectively to the benefit of their school and the trust.</p> <p>External review of governance in 2024 does not highlight any significant gaps or areas for improvement.</p>



## PILLAR FIVE: COLLABORATION AND PARTNERSHIP

## Attenborough Learning Trust Strategic Plan



	2020-2021	2021-2022	2022-2023	2023-2024	Goal for summer 2024
<b>5.1 Open up and further develop our internal trust networks to any school who might benefit from them.</b>	<p>Use skills audit survey to identify initial networks to start in 2021-22.</p> <p>Existing networks reviewed to identify what makes them effective in order to form a template for future network activity.</p>	<p>Networks established and operate with support from Trust senior leadership to ensure focus is on needs.</p> <p>A small number of schools from outside the Trust join networks where there are existing school to school support arrangements in place.</p>	<p>A larger number of schools join Trust networks as they get more established and work at a larger scale. New schools might have worked with the trust before.</p>	<p>Trust networks reviewed to ensure time spent is effective and brings improvements.</p>	<p>Trust networks are established in all areas where they bring improvements. Schools from outside the trust routinely join networks and find they help bring significant improvements in their own school.</p>
<b>5.2 Engage fully in school to school support, giving capacity to the wider educational community, locally and regionally.</b>	<p>Continue to work with local collaborative groups and programmes: LPP, CtG, SiL, KTC, LESP and the LA</p> <p>Senior leaders deliver support in other schools.</p> <p>Work with regional DfE to support schools under the School Recovery Offer or MAT Peer to Peer Offer.</p>	<p>Ensure all system leaders (NLEs, SLEs, NLGs, and those with SENCO award) within the trust are deployed to support other schools both for their own CPD and for the Trust to play its part in the school led system.</p> <p>New system leaders are developed and accredited as the trust grows to ensure support capacity grows in step.</p> <p>School to school support activity allows the development of working relationships which may lead to new schools choosing to join the Trust but this should not become its primary purpose.</p> <p>Develop SEND expertise across the trust to support needs.</p>			<p>Significant support is provided to at least one school outside the trust with further schools supported with short term activity.</p> <p>External support is balanced with internal needs to ensure it is supportive of the Trust's mission and purpose.</p>
<b>5.3 Increase our external CPD offer, supporting all schools in the trust to develop areas of excellence to be included in our external training portfolio.</b>	<p>Trust schools asked to identify an area of excellence e.g. EYFS, EAL, attendance, SEND etc</p>	<p>Areas of excellence peer reviewed and further developed and shared with other Trust schools through networks.</p> <p>Research evidence reviewed and incorporated into delivery.</p>	<p>External quality assurance of areas of excellence sought through HEI or TSH.</p> <p>CPD offered externally, initially to schools that know and work with the trust or through LPP.</p>	<p>CPD offered on a traded basis to a wider audience of schools. Possibly through a Teaching School Hub's CPD offer.</p>	<p>A quality assured traded CPD offer is made to the sector in a number of areas which generate revenue for the Trust.</p>



## PILLAR SIX: ENVIRONMENT AND COMMUNITY

## Attenborough Learning Trust Strategic Plan

	2020-2021	2021-2022	2022-2023	2023-2024	Goal for summer 2024
<b>6.1 Engage with our families and carers to identify and prioritise need for enriched community services.</b>	<p>Develop remote learning curriculum and online support to pupils and families.</p> <p>Address IT inequalities to support parents to enable safe learning at home. Especially in younger children.</p>	<p>Develop support for parents of SEND pupils</p> <p>Support new arrival families by providing links to local organisations and bodies. Consider identifying a Trust lead for this area.</p> <p>Hold focus groups and undertake surveys of what the trust can do for families.</p>	<p>Develop parental support networks for those with SEND children.</p>	<p>Not a focus this year.</p>	<p>Established relationships are in place with support partners.</p> <p>An effective internal resource has been developed to support families with a trust lead identified</p>
<b>6.2 Develop a strategy for ensuring we are a strong partner with our community services and networks. Developing effective strategies for keeping safeguarding at the heart of all we do</b>	<p>Trust-wide approach to teaching children how to keep themselves safe including e-safety, child awareness and PHSE.</p> <p>Support for parents on how to keep their child safe is delivered across the trust and focuses on hard to reach parents.</p> <p>Development of an overarching trust safeguarding strategy</p>	<p>Ensure families in receipt of free school meals are able to access food in the holidays through direct support or signposting to food banks.</p> <p>Develop early help links so as few children as possible need to be supported by social services.</p> <p>Host e-safety clinics where parents can bring devices and trust IT technicians can show them how to set suitable privacy settings.</p>	<p>Invite responsible tech-savvy young people to advise pupils on safety and how to stay safe online. This could be part of a strategy to link the trust with nearby or feeder secondary schools.</p>	<p>Review and revise safeguarding strategy.</p>	<p>Cultural shift in staff evident around going above and beyond for safeguarding.</p> <p>All children know how to keep themselves safe including e-safety, child awareness and PHSE. Parents are able to support this.</p>
<b>6.3 Actively pursue greener, renewable energy sources and develop a strong environmental ethos with the children and families in our trust</b>	<p>Trust declares a climate emergency.</p> <p>Energy contracts switch to renewable providers when existing contracts come to an end.</p> <p>Funding from the de-carbonisation fund and others is identified.</p> <p>All schools are working towards the Eco-schools Green Flag Award.</p>	<p>Environmental plan written to agree a clear pathway to 2024.</p> <p>All schools retain Green Flag.</p>	<p>Trust environmental ethos defined and a plan to share it consistently in all schools agreed.</p> <p>Renewable energy generation source fitted to at least one Trust school.</p>	<p>Schools focus on embedding the environmental ethos in the classroom and around the school including visual displays, energy and waste, understanding environmental impact of pollution and climate change through the curriculum.</p>	<p>The Trust, including all of its schools is powered by low carbon energy from renewable sources.</p> <p>Sustainability is embedded in founding schools and working towards in newer schools.</p> <p>All founding Trust schools have achieved or maintained the Green Flag award. Newer schools are working towards the status.</p>