



**BIDDULPH
HIGH
SCHOOL**



Werrington Primary School
"Together we succeed"



STRATEGIC PLAN 2020 – 2023

May 2020

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PART 1 Strategic Ambitions of the PET

Overview of Strategic Ambitions for the PET

The values and principles of the PET (see Annex 2) can only be delivered in practice if they are lived on a daily basis in all our schools and colleges. This means that we will agree to live by the ambitions described below:

- (a) ***Curriculum*** – we will maintain within the PET a broad curriculum which values strong skills in English and Maths and access to the full range of subjects which go beyond accountability measures.

Bearing in mind the requirements of each phase of education, this will mean access to the arts, sport, music, languages, philosophy and religion, the social sciences, finance and business education, the full spread of science and mathematical study alongside the subjects contained within the EBACC and national curriculum. There is an expectation that every institution within the PET, whilst having the freedom to vary its curriculum in discussion with the CEO, provides an offering that is varied and meets the needs of all children and young people. In line with the new Ofsted framework, we expect all schools and colleges within the PET to enable every child and young person to have a rich and appropriate curriculum diet in each year they study with us to enable them to make strong progress both within the institution and beyond.

- (b) ***Quality*** – we will strive to be Outstanding in all aspects of teaching, learning and assessment and to develop a strong identity as a learning community.

To that end we will maintain a robust system of quality assurance and even more importantly of quality improvement. This means that a common approach to issues such as lesson observation, mentoring, peer support, curriculum development, staff training and quality improvement planning will take place across the PET from its inception. A core group of teachers from within the PET, overseen by quality leads, will continue to focus on the planning and delivery of CPD across the Trust as well as regular peer review by subject and theme.

- (c) ***Community*** – we will develop strength in community and an education that goes beyond qualifications, helping every young person to value themselves within the family of the Trust and to explore and develop a range of softer skills to make them ready to progress.

We will seek to develop our community through a range of activities and events within each institution and across the PET. The Trust seeks to be a force for positive good within the communities we serve, and will develop strong links with parents, community groups, businesses, charities and a range of organisations that share our values. Part of this process will be to actively involve and seek a range of ways to communicate effectively with parents and carers in order to enable the best opportunities for success of all children and young people in the PET. We will also continue the ongoing mission of building learning communities of students within subject areas across the Trust, and cross-Trust extra-curricular learning communities such as HE+. In achieving the above we seek also as a Trust to effectively promote social mobility within the region and to espouse the values of community, compassion for those in need and the life-changing role education can play in the lives of each young person.

- (d) *Partnership* – we will be a strong, reliable and effective partner for schools, colleges, businesses and universities across the City and region. Our ambition is to be a force for good and to play an important part in the development of the best in teaching and learning for the region.**

Existing partnership networks that individual institutions currently have will be embraced and encouraged, provided that they fit within the above ethos and values of the Trust. We will continue to develop new partnerships that support the aims and ethos of the PET in order to enhance the quality of the curriculum and beyond, to support in recruiting, retaining and developing staff and to continue to grow income streams. In developing partnerships with Staffordshire University, we wish to be a 'force for good' in the City to promote progression to higher education.

- (e) *Progression* – alumni of the PET will all progress on to good quality destinations and ultimately employment, or first to degree courses or apprenticeships that then lead on to productive, fulfilling employment. We aim to have close to zero NEET young people after they leave the Trust (in practice this should be at most 1%).**

To achieve this, we will provide the very best support for all our children and young people, raising their aspirations from an early age. We will work with primary partners to further develop effective transition from primary to secondary school, ensuring effective information flows and careful design of the curriculum.

PET staff will seek to provide informed careers and subject choice information to young people across the region to enable positive and appropriate progression for each young person. Access to high quality careers advice will be provided, as well as opportunities for children and young people to engage with the next phase of education in the Trust. We will seek to inspire every child and young person at each stage of their education to aim ultimately for the very best in degree, profession or apprenticeship options – enabling each person to explore different career choices in such a way that they are well informed and don't limit their ambition. In achieving the above we seek to go above and beyond the national careers standards promoted by the Government.

We will maintain an open access policy within all institutions, ensuring that recruitment is not based solely on academic success. We will ensure that the 'right students are on the right courses'. In practice this means that we will not seek to take advantage of any proposals for selection, or to bar young people from level 2 or 3 study who meet an agreed minimum threshold of success. This will be balanced of course by the need to recruit with integrity onto courses where students have a good chance of success, and to institutions linked to their available curriculum. We will continue to research factors which lead to strong, positive progression and adjust the available curriculum and advice and guidance in order to maximise success for every student.

(f) Resources – we aim to use the resources of our Trust to maximum effect for the education of all our children and young people.

It is expected that the institutions within the PET will seek to share appropriate resources of staff, curriculum, staff development, curriculum resources and their development in order to maximise the quality of education. This will be an evolutionary process over a number of years.

The PET will take advantage of national pay bargaining as well as HR, employment policy negotiations and a national training network, including opportunities for the training of support staff, governors and trustees, that members of the Trust have access to. This will be made available to all within the PET. Other such national links that any institution within the PET have will be extended to all. We will also seek over time, membership of organisations that add value to the Trust.

We will maintain strong financial health ('Good' or 'Outstanding') in order to provide the resources necessary to be outstanding educationally. This means we will go well beyond the minimum of what is required to manage and plan financially. We will also be proactive as a PET through the Board and its committees in developing additional income streams that reduce reliance on central government funding, in an age of real term budget reductions. A core strand of this will be through the franchised HE Foundation Year, income from lettings, project funding through the Opportunity Area, CIF bids and much more. Each additional funding stream should be in accordance with the overall values and mission of the PET and should enhance the core business of education to ensure the PET remains solvent and is able to provide high quality curriculum amongst all institutions in the Trust.

This additional funding will be used to support all institutions within the PET. Each institution will pay an agreed amount from its central funding in proportion to the number of students and costliness of its curriculum, (reviewed annually to reflect changes in inflation and other costs) in order to provide a central resource to support the operation of the PET and the institutions within it. The core package of support that this will pay for will be negotiated on at least a bi-annual basis and will ensure efficiency and best practice across the Trust. Additional services may also be accessed from the PET on a requirements basis by individual institutions as needed.

(g) Growth – we will grow as a Trust in a measured way that allows us to deliver the highest quality of support and challenge to every institution within it. Our ambition is to thus achieve sustainable growth without losing sight of our values and the primacy of every child and young person within the PET.

Growth will be delivered through a range of initiatives as spelled out below in later sections, but is a twin idea of growth in institutions and student or child numbers. To be sustainable we will ensure that the capacity of the PET is gradually increased using some of the funding from member organisations in order to meet the needs of all. We will seek to provide common business services across the Trust, although in the first instance each organisation will retain their local arrangements and there will clearly continue to be a need in, for instance finance, to have suitable staff based in each institution.

The over-arching principle in growth of the PET is the evolutionary way we wish this to happen, with each new institution bringing its own strengths and ideas to supplement those of existing schools and colleges. This means we place a high value on fresh ideas balanced by the principles of the PET and practical experience of its operation over time. Each school that joins is of equal value and will have an equal voice in the strategic development of the PET.

(h) Leadership and Governance - leaders, governors and trustees work closely together to implement the strategic ambitions of the PET

Communication processes ensure governors and trustees are well informed so that they can effectively monitor the performance of individual institutions and the PET as a whole. Governors and trustees have the necessary skills and experience to perform their roles effectively. Composition of the governing and trustee boards reflect the pupils and students they serve in terms of ethnicity, gender and disability.

Leaders, governors and trustees will develop, agree and implement a programme of measures that effectively limit the impact of the COVID 19 pandemic on children, young people, staff and communities within the Trust. The measures will be adjusted for impact over time in order to ensure as rapid and effective a recovery as possible.

PART 2

STRATEGIC PLAN –NEXT STEPS & DEVELOPMENT PLANS

In this section we outline a summary of actions to be taken by the PET, linked to its strategic aims. Each institution within the PET will have its own separate development plans in order to focus on their own individual priorities and which will be monitored through the governance structure of the Trust. However, in each case those plans will be linked to the over-arching PET Strategic Aims. This structure will avoid unnecessary duplication as the delivery of the collection of plans will result in delivery of the PET's aims as a whole.

The table below presents the College and the PET's strategic ambitions, and proposed actions in order to achieve them. The Sixth Form College, has also created a series of annual 'Development Plans', similar to Academy Development Plans, which address in more detail the actions required to achieve PET goals alongside detailed timings and review dates. The various school and college Development Plans, which will be the responsibility of designated members of the Senior Leadership Teams within each school and college, will be reported regularly to the sub groups of each local governing body and will shape the school, college and PET Business Cycles.

The annual plans referred to in the table below are those of the Sixth Form College, but over time as schools join, the relevant plans for those institutions will be referenced here also.

PET

Strategic Ambition	Annual Plans	What does success look like in 2023?	Summary Actions
Curriculum – we will maintain within the PET a broad curriculum which values strong skills in English and Maths and access to the full range of subjects	Curriculum Development and Enhancement	<ul style="list-style-type: none">• Students reach their potential in spite of COVID 19 impact as suggested by external data, and gaps between subgroups are no wider than in the national cohort.• Continued broad and appropriate curriculum on offer, reflecting needs of children, students, HE and industry. For example, in	<ul style="list-style-type: none">• Curriculum at transition points is adjusted to provide enhanced support for learners as they move phase• Additional TLA resources are integrated into the curriculum to enhance student recall and skill development• Work-schemes are adjusted to take account of the pandemic situation• Annual review of Curriculum across the Trust and agree any changes. Match this action with appropriate curriculum

Strategic Ambition	Annual Plans	What does success look like in 2023?	Summary Actions
		<p>primary phase the development of an ever-widening curriculum and experiences. At secondary, subjects such as design and performing arts will be encouraged. We aim to cherish minority subjects. Specifically:</p> <ul style="list-style-type: none"> ✓ At KS5 a minimum of 30 courses for students to select from at each institution ✓ At KS4, students to have a wide choice (need to define) of 'open bucket' or non EBACC subjects ✓ At KS4, all students to have access beyond examined subjects to curricula in creative and performing arts, sport, technology/digital, religious/cultural/citizenship education ✓ KS2 curriculum should be sufficiently varied beyond just a diet of Maths and English: at KS2 an appropriate fraction (need to define) of the curriculum is devoted to subjects beyond Maths and English – in particular science and technology, creative and performing arts, humanities, sport. religious/cultural/citizenship ✓ A balanced curriculum that allows and encourages positive pathways across all key phases – meaning a thread from KS1 to KS5 is mapped across all major subjects e.g. in Geography, History, Maths, Science, English, Art, Digital. A clear curriculum mapping ensuring 	<p>and staff planning based on up to date data.</p> <ul style="list-style-type: none"> • Continue to develop curriculum at levels 2 and 4 post 16, reflecting on prior experience. • At KS1 and 2 develop the curriculum further to engage children in applications of subject material and also in 'mastery' of topics/skills as appropriate. • Develop a plan for implementation of mastery concept across all key stages and subjects • At level 3 develop additionality beyond 3 A levels equivalent in study programmes • At level 3 continue to refine the vocational curriculum to provide appropriate courses for all our students – this will include further development of BTEC courses as well as planning and delivery of T level qualifications • Establish essential knowledge, focusing on progression/sequence of knowledge essential for each Key Stage.

Strategic Ambition	Annual Plans	What does success look like in 2023?	Summary Actions
		<p>smooth transition across key phases will be in place.</p> <ul style="list-style-type: none"> ✓ The above means that every child and young person will: have a programme of study which develops the creative skill set and includes sporting activities ✓ Alongside their main programme of study, all students, will have the opportunity to take part in a range of enrichment activities to support and enhance their learning and skills <ul style="list-style-type: none"> • A reputation for a distinctive, innovative & exciting curriculum that attracts students from across the region wanting an academic education. This should be indicated by rising number of applications beyond demographic bulge and student/parent feedback on questionnaires regarding reasons for joining PET institutions. • A planned, managed transition plan is in place as the vocational curriculum adjusts nationally to the onset of T Levels and pre T Levels at KS5 and KS4. This will focus on key areas of strength and local industrial need such as science, health, business/law, education. In practice we would expect one course in 2020-21 (20 students), three in 2021-22 (70-80 students), five in 2022-23 (circa 120 students) – spread across multiple sites and including both primary and secondary colleagues in delivery. 	<ul style="list-style-type: none"> • Further develop breadth and variety of student enrichment activities across the PET. • Continue to develop curriculum breadth at all key stages e.g. the expansion of the EPQ at level 3, the Duke of Edinburgh Award, the integration of practical curriculum days into the primary curriculum etc. • A T level strategic intent and implementation plan to be produced and enacted

Strategic Ambition	Annual Plans	What does success look like in 2023?	Summary Actions
<p>Quality – we will strive to be outstanding in all aspects of teaching, learning and assessment and to develop a strong identity as a learning community</p>	<p>Teaching and Learning</p> <p>Finance and Resources</p>	<ul style="list-style-type: none"> • Learners make good or outstanding progress across all key stages through consistently good or outstanding teaching and learning. • Improved value-added to at least zero by 2022 (at both KS4 and 5) • KS2 outcomes overall at least in line with national averages • Greater depth figures for Maths and English at KS2 to be at least in line with national averages • A greater proportion at KS2 both achieving national reading and writing standards and expressing love of reading. These should be at least in line with national averages. This can also be measured by student and parent voice responses, volume of books read per child and above average scores in English assessments. • Gaps in key groups reduced to below national gaps. These should be at least in line with national gaps but we aim for existing gaps to have halved by 2023 • Raw outcomes in line with or higher than national benchmarks in terms of pass rate and high grades at all levels. In practice this should entail where relevant attainment on at least the third quintile. • Students have well-developed ‘softer’ skillsets around resilience, communication, problem solving, independence of thought 	<ul style="list-style-type: none"> • Develop across the PET approaches to successfully implementing the curriculum at every key stage, with a set of strategies to promote the necessary skillsets e.g. problem-solving, communication, love of reading. • Over-arching school/college improvement plans enacted • School and college quality assurance and improvement systems are used robustly to monitor and support improvements in teacher practice

Strategic Ambition	Annual Plans	What does success look like in 2023?	Summary Actions
		<p>etc. (evidenced by above average attendance, retention rates above national, high progression rates as below and low NEET figures – at most 1%)</p> <ul style="list-style-type: none"> • The proportion of KS4 and KS5 students in sustained employment, higher education or training after leaving each institution to be at least 90% • Student attendance and retention figures above average for each key phase of education. • Greater proportion of staff graded at least Good – we aim at this being at least 90% of staff by 2021. At all levels, aim for teaching & learning to be never less than ‘good’ as measured by learning walks, faculty/subject reviews, student voice • Greater innovation and creativity in the classroom alongside consistent stretch and challenge, high quality questioning, differentiation and assessment for learning – see lesson obs. and learning walk data. (e.g. all eight college TLA objectives to be RAG rated green) • Staff say they feel valued and supported in improving practice according to staff surveys and other soft data • Students on average say they believe TLA is at least good and develops the skills and knowledge necessary for successful progression 	<ul style="list-style-type: none"> • Continue to develop the role and efficacy of the core teaching and learning group to deliver: <ul style="list-style-type: none"> ○ CPD based on identified needs and priorities (e.g. assessment for learning, stretch and challenge, questioning, development of reading and problem-solving) ○ Monitoring of quality ○ Mentoring for staff including deployment of outstanding teachers and school equivalents. ○ A programme of sharing best practice ○ Increased participation of effective student voice in-year supporting necessary changes

Strategic Ambition	Annual Plans	What does success look like in 2023?	Summary Actions
		<ul style="list-style-type: none"> • Performance Management is used to ensure that all teachers are meeting the expected standards. • A resource sharing mechanism for TLA in place and actively used by staff. 	<p>to delivery</p> <ul style="list-style-type: none"> ○ An integrated system of lesson observation/learning walks and development of TLA in place, building on the practices of all institutions which promotes innovation and supports staff developing practice. This will develop over time and reflect the nuances and needs of each school/college. ○ Ongoing commissioning of, and utilisation of, the outcome of action research. Active engagement with evidence-informed research. ○ Development of professional learning communities with key foci based on TLA Trust priorities <ul style="list-style-type: none"> • All subject teams to take advantage of at least one external visit to improve practice • Put in place the development and sharing of resources for TLA across the PET utilising shared online platforms to enable this to happen

Strategic Ambition	Annual Plans	What does success look like in 2023?	Summary Actions
<p>Community – we will develop strength in community and an education that goes beyond qualifications, helping every young person to value themselves within the family of the Trust and to explore and develop a range of softer skills to make them ready to progress.</p>	<p>Student Experience, behaviour and personal development</p>	<ul style="list-style-type: none"> • High levels of student, parental or carer satisfaction (in excess of 95% for students) • High levels of satisfaction and emotional wellbeing as measured by questionnaire responses, attendance and retention (attendance to meet minimum standards across all phases, and retention post 16 to exceed national benchmarks using SFCA Six Dimensions tool) • A harmonious and tolerant community with negligible incidents of bullying, or anti-social behaviour. • Institutions across the Trust will minimise instances of permanent and fixed term exclusions. Off-rolling is a practice we will avoid. <ul style="list-style-type: none"> • Students and staff across the PET participate in activities which support a range of charitable and similar organisations (at least two activities per institution per year) • All children and young people to be involved in at least one community event per year • Student and staff successes celebrated in a variety of ways through the academic year as evidenced through commendations, prizes, press releases, social media posts etc. 	<ul style="list-style-type: none"> • Ensuring that all students receive the support they need, at the time of need, in an appropriate manner. The necessary actions are detailed in the relevant individual Personal Development and Behaviour Plans for each institution • Establish a series of community events Trust-wide • Curriculum and support for learners at risk of exclusion or who are vulnerable is reviewed at each institution to ensure it is appropriately supportive and inclusive • Develop bespoke programmes for students across the PET such as leadership programme, Debating Society and History Society, DofE • Develop cross PET competitions in e.g. drama, science, writing • Mentoring programme initiated PET-wide • Rewards and prize events developed • Enrichment activities and clubs and societies programme developed and extended.

Strategic Ambition	Annual Plans	What does success look like in 2023?	Summary Actions
		<ul style="list-style-type: none"> • Parental engagement increased with at least two thirds of parents attending each institution (for parents' evenings and other events) at least once a year by 2023 and at least 75% accessing school or college data online where relevant • A decrease in Core Score Outcome Measures at the end of counselling to indicate effective therapeutic intervention (due to higher student resilience) 	<p>Each institution to have a named member of their management team to take specific responsibility for parental engagement within their institution. Role to include:</p> <ul style="list-style-type: none"> • Development, implementation and evaluation of parental engagement strategies. • Communication of the importance of parental engagement to staff within their institution. • A commitment to identifying hard-to-reach parents and persistence in trying to engage them in their young person's education. • Overseeing the development of IT solutions or other relevant strategies to enhance communication between parents and their institution. • Attendance at termly PET Parental Engagement meetings to share good practice and to support the development of proposed strategies. • Development of a Parental Engagement Policy for their institution. • Student wellbeing strategy developed and implemented with programmes and activities to promote the health and wellbeing of students

Strategic Ambition	Annual Plans	What does success look like in 2023?	Summary Actions
			<ul style="list-style-type: none"> • Counselling service referrals regularly reviewed to ensure students are getting appropriate support within college and suitable referrals made to external services such as CAMHS when students are identified with significant psychological distress and/or potential risk.
<p>Progression – alumni of the PET will all ultimately progress on to good quality degree courses or apprenticeships. We aim to have near zero NEET (no more than 1%) young people after they leave the Trust.</p>	<p>Curriculum Development and Enhancement (including Futures Programme)</p>	<ul style="list-style-type: none"> • Maximum of 1% NEETs upon successful completion of courses. • Over 90% of former PET students in sustained employed or education post 18 • Increased proportion of children and young people progressing to courses or employment linked to LEP priorities and in excess of 75% by 2021 • A high proportion of post 16 learners from socially deprived backgrounds progress to university (in excess of 65% and including degree apprenticeships) • Increased participation in experiences of work (all post 16 and majority of students at KS4) At KS2 and 3, at least 2 interactions per year with business or similar activities • An appropriate package of employability and progression opportunities for KS2 students in place in each primary institution, relevant to this phase by 2020. Active promotion of STEM employment opportunities within KS2. 	<ul style="list-style-type: none"> • Ensure Careers Strategy guidelines are embedded in all institutions. • Programme expanded to primary phase by 2020 - Primary partners to explicitly avoid gender stereotyping. • All institutions develop a range of new employer links • All students supported to take advantage of the work related and university opportunities • Clear and effective monitoring in place of student engagement with employers and universities • Further development of the full range of IAG across the Trust following a review of practice • Equip students with the soft skills for them to be successful through a range of in and out of class strategies • Develop the High Achievers, HAS and HE+ programmes further • Year 10 and Year 5 HAS programmes

Strategic Ambition	Annual Plans	What does success look like in 2023?	Summary Actions
		<ul style="list-style-type: none"> • Each institution is Gatsby benchmark compliant • Positive student and employer voice about the programme and IAG support providing realistic and meaningful opportunities for all students to develop the skills and attributes necessary for success • HAS and HE Plus programmes continue post Opportunity Area with sufficient funding, at least 140 learners per programme and at least 80% satisfaction ratings • HAS and HE Plus participants have a statistically greater than average progression to HE destinations • Year 10 and Year 5 HAS programmes in place with at least 100 students each • Increased participation at both UL and international, university and prestigious university destinations. We aim at in excess of 25% of university offers being to Russell Group universities by 2023 (taking into account those progressing to university or taking a gap year prior to progression) and 75% or higher progression to university overall • The love of learning is embedded and consistent through progression across all phases. 	<p>designed and delivered, adjusted for impact</p> <ul style="list-style-type: none"> • Mentoring programmes to support aspiring medical students. • Develop PET-wide approaches to transition between phases, sharing best practice and providing relevant staff training and support.

Strategic Ambition	Annual Plans	What does success look like in 2023?	Summary Actions
<p>Resources – we aim to use the resources of our Trust to maximum effect for the education for all our children and young people</p>	<p>Finance and Resources</p>	<ul style="list-style-type: none"> • Proportion of income spent on staffing to be in line with each phase average – around 75% or less for college, and 80% or less for high school and primary • Continued high utilisation of staff (Staff Contact Ratios to be set at an average of between 0.74 and 0.80) • Efficient set sizes to enable good quality, effectiveness and efficiency: average set sizes to be on or close to phase/sector norms: 27-29 (national av = 27.1) for primary, 20-22 (national av = 21.7) for secondary (11-16) and 10-12 for school sixth form (national av = 11), 18-20 (national av = 19) for sixth form college. <p>Note: In some circumstances it may be appropriate to invest additional resource into student facing staffing in order to improve quality, support specific student needs or to address circumstances such as the COVID-19 pandemic. This would be an individual institutional decision agreed with the relevant LGB, and needs to be reflected in savings made elsewhere within budgets.</p> <p>At the same time PET institutions will endeavour not to raise average class sizes significantly above sector averages unless circumstances such as staffing shortages necessitate.</p>	<ul style="list-style-type: none"> • Efficient and effective planning of curriculum and staffing through sharing of information and expertise PET-wide • Develop approaches and protocols to shared back office functions and procurement – ensuring that key functions are fully provided across the PET through pooling of resource • To continue to adjust appropriate KPIs in the light of funding and local and national developments and sector norms • Development of new income streams e.g. franchised HE, catering, building lettings, courses on aspects of TLA (e.g. approaches to teaching maths at each key stage), HR, data systems, finance marketed outside the PET. • Plan and deliver a plan to maximise PET facilities, utilise resources and increase income. • All staff receive necessary training to develop expertise and practice based on a timetable of events and activity organised by TLA team • Review of PET institution facilities and prioritisation of appropriate works – produce a ten year estates plan • Effective planning and delivery of upgrades to capital projects.

Strategic Ambition	Annual Plans	What does success look like in 2023?	Summary Actions
		<ul style="list-style-type: none"> • Increased sharing of back office functions and procurement (targeting key functions shared by 2021) • Value for money maintained – we aim to develop a range of metrics to measure this by 2021 • PET finances robust with sufficient balance to support activities and at least £1million cumulative reserves overall between institutions • High Quality and appropriate facilities for the whole of the PET (as judged by estates, student and parental surveys). PET ‘rainy day’ cash reserve established by 2023 to be set at a minimum of £300,000 for spend on approved capital projects to upgrade the estate and learning environment • Each institution achieves a surplus at the end of each financial year in the range of 0.5% and 2% of income. • At least 15% of PET income from non ESFA sources by 2022 • Liquidity to be maintained at a level of at least 4% • All courses (except for agreed minority subjects) at post 16 to contribute at least 40% of income towards central costs and overall average to be on or above 50% • Staff skills improved (as measured through performance management) alongside outcomes and efficiency: at least 0.5% of 	<ul style="list-style-type: none"> • Training for middle leaders at primary, secondary and post 16 phases in delivering improvements in TLA and in developing overall leadership skills. • Support staff team meets and learning visits occur across all teams on a regular basis • Further develop training for support staff • A staff wellbeing strategy developed and implemented with programmes and activities to promote the health and wellbeing of staff • Reintroduction of a revised PET scorecard to be updated and reviewed at each Finance and Resources Committee meeting. Both financial and efficiency KPI’s to be monitored across all institutions

Strategic Ambition	Annual Plans	What does success look like in 2023?	Summary Actions
		<p>income spent annually on staff development</p> <ul style="list-style-type: none"> • Staff turnover rates to be below sector averages for each phase and at most 10% annually • Staff absence rates to be below national average annually (typically this means below 5%) • An increasing percentage of middle leaders progress to senior roles within the PET over time • Learning visits occurred and resources and delivery improved according to lesson obs. and student voice data • Improved consistency amongst middle leaders in managing and planning learning across their teams as measured by lower variability in student outcomes between subjects • High levels of staff satisfaction measured by low levels of staff absence (below 5%) and high levels of staff retention (above 90%). • COVID 19 finance and resources plan in place and enables pandemic mitigation strategies to be actioned 	<ul style="list-style-type: none"> • Develop a finance and resources plan to support COVID 19 mitigation strategies across the PET
<p>Partnership – we will be a strong, reliable and effective partner working across the City and region. Our</p>	<p>Strategic Partnerships and Marketing</p>	<ul style="list-style-type: none"> • Improved outcomes and progression for engaged partners • Maintain current 10 memoranda of understanding between PET and feeder schools/Trusts targeting provision of master classes, inspirational activities and staff 	<ul style="list-style-type: none"> • Partnership activity adjusted annually with MoU institutions and fully delivered • PET staff lead on a range of activities to develop TLA across the region including science project for SASCAL,

Strategic Ambition	Annual Plans	What does success look like in 2023?	Summary Actions
<p>ambition is to be a force for good and to play an important part in the development of the best in TLA for the region.</p>		<p>development/mentoring. Increase the number of MoUs only in line with needs of Trust and partner organisations</p> <ul style="list-style-type: none"> • Increased enrolments to study post and pre-16 within the Trust (see bullet point earlier on post 16 size) • Active Business Development group to support the PET in moving forward business links. • PET institutions individually and collectively engaged in partnership activity that improves teaching and learning and student outcomes. • Enhanced links with higher education establishments including: <ul style="list-style-type: none"> ✓ Staffs Uni as main partner. ✓ HE Foundation courses franchised at Staffs growth (at least 6 courses and 100 students by 2021) ✓ At least one course franchised with another university by 2022 ✓ Keele and Derby University partnerships develop further but maintain at least three interactions per year with subjects ✓ Continued investment from Cambridge and Oxford Universities in high achievers activities (across the key stages), maintaining at least 2019-20 levels ✓ HAS programme to be maintained with alternative sources of funding 	<p>active support of Maths and English Projects, development of primary science expertise.</p> <ul style="list-style-type: none"> • New curriculum projects eg. development of GCSE Geology and other KS4 and KS2 offerings. • Peer mentoring and associated activity to develop mental health • Engage with local industry and businesses to seek new opportunities to develop student enjoyment and employability linked to the curriculum

Strategic Ambition	Annual Plans	What does success look like in 2023?	Summary Actions
		<p>obtained from 2020-21</p> <ul style="list-style-type: none"> • Business partnerships extended: <ul style="list-style-type: none"> ✓ Ensure work experience available for all KS5 students ✓ Supply at least two opportunities per year for children and students to discuss career options ✓ Increase business engagement at KS2 to give all children at least two opportunities to understand the application of curriculum in varied work settings ✓ Provide services to business based on PET strengths e.g. in social media, web design, film making, catering – target at least two service provisions per year by 2023 • Other partnerships <ul style="list-style-type: none"> ✓ Maintain opportunity area projects once funding withdrawn in mental health support – at least the same level of service in 2019-20 continued during life of plan. ✓ Maintain high level of engagement with SFCA, NGA and similar organisations in promoting TLA, lobbying and supporting the full range of business functions 	

Strategic Ambition	Annual Plans	What does success look like in 2023?	Summary Actions
<p>Growth – we will grow as a Trust in a measured way that allows us to deliver the highest quality of support and challenge to every institution within it. Our ambition is to achieve sustainable growth without losing sight of our values and the primacy of every child.</p>	<p>Strategic Partnerships and Marketing</p>	<ul style="list-style-type: none"> • Growing number of schools joining over three years (by 2022) up to 8-10 (either as Associate or Full members) • At least 'Good' Trust financial health • Strong outcomes above national norms as measured by appropriate KPIs. • Teaching and support staffing expanded to match the increased demands whilst maintaining efficient spend on staffing as above • Each institution to have a student population which allows for financial stability as well curriculum breadth and resourcing (all institutions to have small projected surpluses or break even in-year for each of the next 3 years) • Effective work/life balance initiatives contribute to good staff retention (retention to be above 90%) • High levels of recruitment post-16. We expect each institution to be close to capacity post 16 by 2022 (For the Sixth Form College this is 1700 so to aim at 1650 plus students). • All schools meet their PAN. 	<ul style="list-style-type: none"> • Continued liaison with local heads and governors, and maintenance of strong links with SASCAL schools, to promote the PET • Trialling of associate membership with schools involved • Engagement with the RSC regarding potential PET members • Exploration of the options regarding establishing free schools • Appropriate marketing and liaison activity to promote the benefits of studying within the PET across all key stages including use of school marketing, social media, PET, school and college websites and liaison events such as Science Olympics, various Futures 'wow' events, Y Factor, High Achievers and HE plus programmes etc. • Further development of the core structure for quality improvement in teaching and learning that is used to drive up outcomes for children and young people. • Continued development of initiatives to recruit, train, develop and support staff throughout their careers.

Strategic Ambition	Annual Plans	What does success look like in 2023?	Summary Actions
<p>Leadership and Governance</p> <p>Leaders, governors and trustees work closely together to implement the strategic ambitions of the PET.</p>		<ul style="list-style-type: none"> • Clear KPIs are in place to measure progress towards school and PET improvement targets. • Leaders provide all the necessary information and data and report any exceptions when KPI s are not being met • Governors and trustees attend at least 80% of meetings unless absence is due to illness or extenuating circumstances • Governors are fully informed in the life of the school, link closely with managers and obtain pupil and parents views through their active involvement. Reports are fed back to committees to discuss their findings. • Minutes of governing bodies meetings are produced for information to all Trustee committees. • Actions to take to achieve KPIs are clearly identified and their implementation is closely monitored in all improvement and strategic plans. • Governors and trustees self-assess their performance annually and actions identified and acted upon to improve their skills and involvement. 	<ul style="list-style-type: none"> • Self-assessment processes are adopted and implemented by July 2020 to include an evaluation of individual board members' involvement. • Accurate data to monitor progress is presented to boards in a format which provides yearly comparisons and/or national averages where appropriate. July 2020 • Reporting processes are regularly evaluated and improvements made where needed January 2021 • Recruitment of members from women ethnic backgrounds and disabilities is actioned by July 2020 • KPIs are developed, revised annually and agreed by trustees and governors by July 2020

Strategic Ambition	Annual Plans	What does success look like in 2023?	Summary Actions
		<ul style="list-style-type: none"> • All governing and trustee boards are comprised of members to reflect the needs of students from ethnic backgrounds and disabilities. Initially at least one member from an ethnic background and disability and 50% female to male ratio by July 2021. • Student achievement and progress measures are at least maintained in the short-term (2020-21) and don't show a widening in gaps between subgroups • Student and staff wellbeing is maintained as judged by appropriate questionnaire responses, mental health data, absence and retention rates • Staff express confidence in actions taken by managers and in their own responsibilities to manage the impact of COVID 19 (as measured in survey responses) 	<ul style="list-style-type: none"> • Managers, supported by governors and trustees develop and enact appropriate strategies to minimise the impact of the COVID 19 pandemic on students and staff • Systems of effective communication are put in place • Effective monitoring and strategic planning is put in place regarding finance and resources to support the above strategies

Matrix of PET and Sixth Form College Strategic Aims

		PET Strategic Ambition						
		<i>Curriculum – we will maintain within the PET a broad curriculum</i>	<i>Quality – we will strive to be outstanding</i>	<i>Community – we will develop strength in community and an education that goes beyond qualifications</i>	<i>Progression – alumni of the PET will all ultimately progress on to good quality destinations</i>	<i>Resources – we aim to use the resources of PET to maximum effect for all</i>	<i>Partnership – we will be a strong, reliable and effective partner</i>	<i>Growth – we will grow as a Trust in a measured way that allows us to deliver the highest quality</i>
Sixth Form College Strategic Ambition	We will strive to become the first choice provider of outstanding 16 – 19 general education within the City and across North Staffordshire.	✓	✓	✓	✓	✓		
	We will build the capacity of staff to enhance the student experience.		✓	✓		✓	✓	✓
	We will be the specialist provider of 16 – 19 Level 3 programmes of study whilst also developing expertise within our Level 3 Foundation programme and in the area of degree Foundation Year courses	✓	✓		✓	✓		
	We will make a powerful contribution to partnership working across the city and the region		✓	✓			✓	✓
	We will ensure an efficient and sustainable future by the effective use of financial and human resources.					✓		✓

Matrix of PET and Biddulph High School Strategic Aims

		PET Strategic Ambition						
		<i>Curriculum</i> – we will maintain within the PET a broad curriculum	<i>Quality</i> – we will strive to be outstanding	<i>Community</i> – we will develop strength in community and an education that goes beyond qualifications	<i>Progression</i> – alumni of the PET will all ultimately progress on to good quality destinations	<i>Resources</i> – we aim to use the resources of PET to maximum effect for all	<i>Partnership</i> – we will be a strong, reliable and effective partner	<i>Growth</i> – we will grow as a Trust in a measured way that allows us to deliver the highest quality
BHS Priorities	Effectiveness of leadership and management To remove the barriers to learning for all groups of students	✓	✓	✓	✓	✓	✓	✓
	Quality of teaching, learning and assessment To ensure consistent high expectations and levels of challenge drive independent learning for all.		✓		✓		✓	✓
	Personal development, behaviour and welfare (incl. SAFEGUARDING) To promote resilience and independence through encouraging a positive and aspirational mind-set in all stakeholders.		✓	✓			✓	✓
	Outcomes for students To ensure that all students make a positive contribution to society through good academic and personal progress.		✓	✓	✓			✓
	16 to 19 study programmes To develop the academic provision and enrichment opportunities Post-16	✓	✓	✓	✓		✓	✓

Matrix of PET and Werrington Primary School Strategic Aims

		PET Strategic Ambition						
		<i>Curriculum</i> – we will maintain within the PET a broad curriculum	<i>Quality</i> – we will strive to be outstanding	<i>Community</i> – we will develop strength in community and an education that goes beyond qualifications	<i>Progression</i> – alumni of the PET will all ultimately progress on to good quality destinations	<i>Resources</i> – we aim to use the resources of PET to maximum effect for all	<i>Partnership</i> – we will be a strong, reliable and effective partner	<i>Growth</i> – we will grow as a Trust in a measured way that allows us to deliver the highest quality
Werrington Priorities	To enhance pedagogy Teaching over time in all year groups is outstanding and never less than good		✓					
	Outcomes for pupils All pupils make substantial and sustained improvement in each year group and across the curriculum	✓	✓		✓			✓
	Leadership and Management Leaders motivate an effective teaching staff to deliver high quality education for every child		✓		✓	✓		✓
	Mental Health and Wellbeing Our school community work together to ensure that everyone feels safe, stays well and shows respect to one another.			✓			✓	
	Curriculum Ensure Curriculum is relevant and challenging – opportunities to extend Maths and English skills in all areas of the curriculum	✓	✓		✓			

Matrix of PET and Moorside High School Strategic Aims

		PET Strategic Ambition						
		<i>Curriculum</i> – we will maintain within the PET a broad curriculum	<i>Quality</i> – we will strive to be outstanding	<i>Community</i> – we will develop strength in community and an education that goes beyond qualifications	<i>Progression</i> – alumni of the PET will all ultimately progress on to good quality destinations	<i>Resources</i> – we aim to use the resources of PET to maximum effect for all	<i>Partnership</i> – we will be a strong, reliable and effective partner	<i>Growth</i> – we will grow as a Trust in a measured way that allows us to deliver the highest quality
Moorside Priorities	To continue to achieve good outcomes for students through an engaging, broad and balanced curriculum and high quality teaching which provides stretch and challenge.	✓	✓	✓	✓	✓	✓	✓
	To promote resilience, independence and an aspirational mindset for all our learners.	✓	✓		✓			
	To ensure our facilities meet the needs of an expanding school with an expanding curriculum.					✓		✓
	To ensure every child matters and we do everything we can to ensure barriers to learning are addressed and overcome.	✓	✓	✓	✓	✓	✓	✓
	To collaborate with other institutions to promote the highest of standards in all we do.			✓		✓	✓	✓
	To invest in our staff by providing high quality professional development and ensure the wellbeing of all stakeholders is considered in everything we do.		✓	✓		✓	✓	✓
	To provide all students with opportunities to make a positive contribution to society as a whole.			✓			✓	✓

PART 3 Monitoring the Plan

The college has a number of annual Development plans that are mapped to the revised Strategic Ambitions and the college's key values (see appendices). These will be monitored by the Senior Management Team of the college and then through the governance structure of the PET. Additionally, of key significance for the Sixth Form College is the annual Self Assessment Report (SAR) with the associated Quality Improvement Plan (QIP).

As schools join the PET, similarly important documents will be the relevant school improvement and development plans, mapped to the PET strategic aims and SEFs. These plans will be monitored via the relevant school leadership team and then via the local governing body and the PET governance structure.

All of the above plans will be regularly reviewed and monitored to ensure effective progress in achieving the Strategic Ambitions of the PET. In achieving the collection of individual plans for each institution, mapped to Trust aims, the PET will itself achieve its stated strategic aims.

Appendix A

The Ambitions of the PET will be matched by those of each academy as detailed below:

Sixth Form College

1. We will strive to become the first choice provider of outstanding 16 – 19 general education within the City and across North Staffordshire. This will include the development of a broad, rich curriculum and a vibrant learning community in which every individual is important and valued.
2. We will build the capacity of staff to enhance the student experience.
3. We will be the specialist provider of 16 – 19 Level 3 programmes of study whilst also developing expertise within our Level 3 Foundation programme and in the area of degree Foundation Year courses
4. We will make a powerful contribution to partnership working across the city and the region
5. We will ensure an efficient and sustainable future by the effective use of financial and human resources.

College Ambitions in More Detail

Strategic Ambition 1: *Become the first choice provider of outstanding 16 – 19 education within the City and the region.*

- 1.1 To inspire, challenge and motivate all of our students to have the highest aspirations; To achieve challenging progression aims, regardless of their prior attainment.
- 1.2 To provide always good and frequently outstanding teaching, learning and assessment for all students on all courses.
- 1.3 To foster creativity, innovation and excellence in students' learning experience through the motivation and encouragement of staff to deliver innovative teaching, learning and assessment which enables each young person to be challenged to think and work independently inside and outside the classroom.
- 1.4 To develop a holistic approach to education which increases the cultural capital of our young people and better prepares them for a lifelong love of learning for its own sake.
- 1.5 To ensure all groups of students achieve to their full potential by identifying and removing any barriers that prevent equality of outcomes.
- 1.6 To ensure that all students achieve their individual learning goals, through timely and appropriate guidance and support.
- 1.7 To inform parents and carers regularly and clearly about progress against our aspirational expectations, and to engage them in supporting and motivating students to achieve their aspirational targets and progression goals.

Strategic Ambition 2: *Build the capacity of staff to enhance the student experience.*

- 2.1 To implement Performance Management and quality improvement processes which swiftly and accurately identify any areas of underperformance and their causes, and result in rapid improvement in staff and subject team performance to ensure a high quality student experience.
- 2.2 To ensure that individual staff and teams are supported through appropriate staff development, coaching and mentoring enabling a sustainable approach to Leadership and Management and succession planning to ensure that staff have the skills and motivation to facilitate outstanding student experiences, outcomes and progression.
- 2.3 To ensure that equality and diversity is comprehensively promoted and prevalent across all aspects of College life; To develop the wellbeing of our students through a sense of shared support, community and values. We will strive to grow emotionally resilient young adults who can play a full and valuable part in society.
- 2.4 To continue to nurture a caring community that inspires excellence, keeps people safe and promotes British values.
- 2.5 To ensure all students have access to a broad menu of enrichment opportunities which result in a learning experience that develops the Stoke 6th Graduate attributes in all students.

Strategic Ambition 3: *To be the specialist provider of 16 – 19 Level 3 programmes of study.*

- 3.1 To be the acknowledged centre of excellence for curriculum expertise at Advanced Level and vocational level 3. To acquire relevant expertise to achieve the same in a limited but growing number of T level qualifications focussed on the needs of students and the local economy.
- 3.2 To further develop the College Curriculum in response to curriculum reform and local and national priorities, with the aim of ensuring successful outcomes and progression for all students and supporting the local economy.
- 3.3 To further develop our Programmes of Study to ensure that students reach appropriate levels of accreditation in Maths and English, and are challenged to extend their horizons and to develop a wide range of personal, social and employability skills.
- 3.4 To ensure a holistic, broad curriculum which inspires and motivates our students in the pursuit of excellence and lifelong learning

Strategic Ambition 4: *To make a powerful contribution to partnership working both within the PET and across the City and North Staffordshire.*

- 4.1 To maintain and enhance the delivery of effective partnerships with all local educational providers to spread the very best in educational practice more widely and promote the values and attractiveness of the PET.
- 4.2 As a newly created Multi Academy Trust, we will seek to establish partnerships across the region to develop excellence in teaching and learning and improve efficiency and breadth of provision.
- 4.3 To promote the opportunities for young people to contribute and enhance their local community.
- 4.4 To provide a platform for young people to engage with stakeholders and the wider community to influence policy and practise.
- 4.5 To continue to promote the values and ethos of the college throughout the local community.

- 4.6 To build effective relationships with the community to ensure we receive community support to assist us in changing the lives and futures of young people.

Strategic Ambition 5: *Ensure an efficient and sustainable future by the effective use of financial and human resources.*

- 5.1 To develop an estates and resources plan to deliver on the curriculum ambitions and plan referenced above. To plan for the optimal development of the College buildings within available funding in order to meet the needs of students and staff more effectively
- 5.2 To operate sound financial policies, seeking further financial efficiencies and new sources of income growth in order to support achievement of the College's vision.
- 5.3 To develop more sustainable approaches within the College in order to set the right example for students.
- 5.4 To provide a safe environment to ensure that everyone is kept safe, and everyone feels safe at the College, and that all legislative requirements are fulfilled.
- 5.5 To make best use of available funding and resources of all kinds to meet the resource needs of students and staff.

Appendix B

Biddulph High School Strategic Ambitions

- ✓ To ensure consistent high expectations and levels of challenge drive independent learning for all (Teaching, Learning and Assessment)
- ✓ To promote resilience and independence through encouraging a positive and aspirational mind-set in all stakeholders (Personal development, behaviour and welfare)
- ✓ To remove the barriers to learning for all groups of students (Leadership)
- ✓ To ensure that all students make a positive contribution to society through good academic and personal progress (Outcomes)
- ✓ To develop the academic provision and enrichment opportunities Post-16 (16 to 19 study programmes)

Appendix C

Werrington Primary School Strategic Ambitions

- ✓ To ensure that teaching over time in all year groups is outstanding and never less than good
- ✓ To enable all pupils make substantial and sustained improvement in each year group and across the curriculum
- ✓ To ensure that leaders at all levels motivate an effective teaching staff to deliver high quality education for every child

- ✓ To encourage our school community to work together to ensure that everyone feels safe, stays well and shows respect to one another.
- ✓ To ensure that our Curriculum is relevant and challenging – opportunities to extend Maths and English skills are embedded in all areas of the curriculum

Appendix D

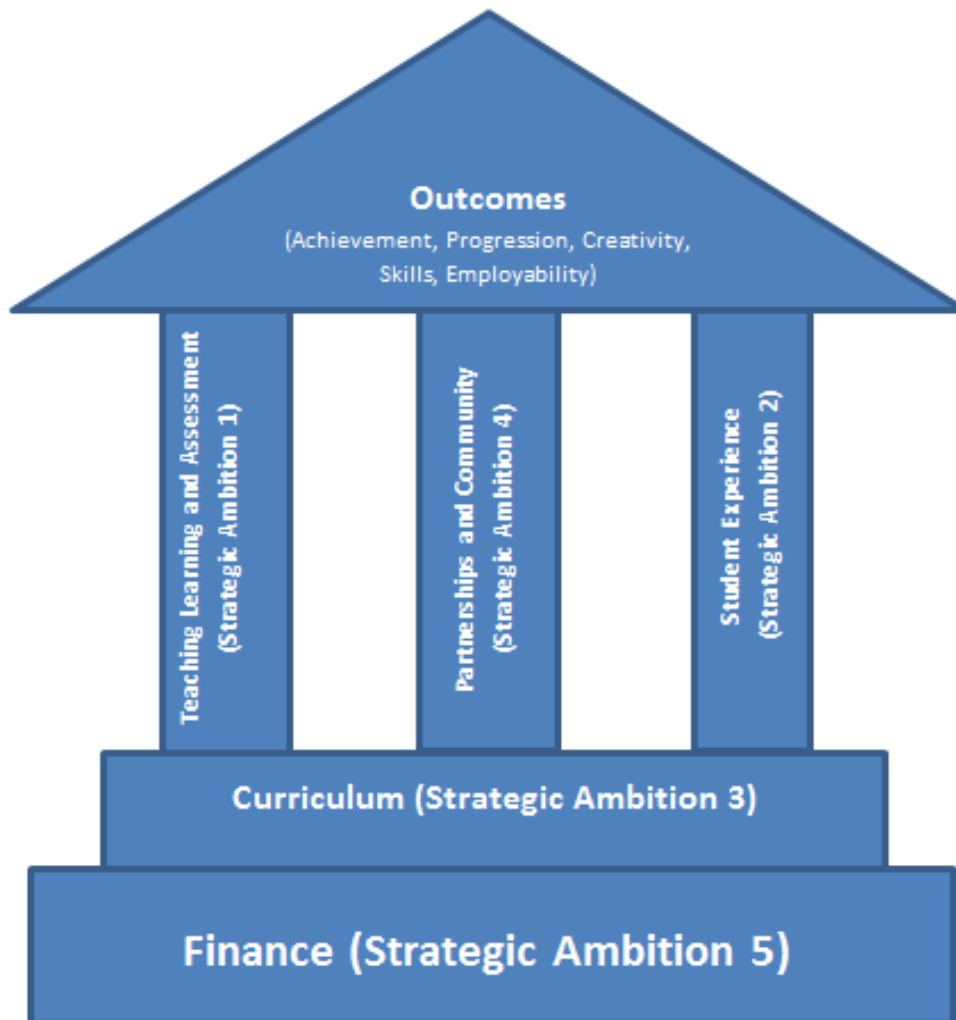
Moorside High School Strategic Ambitions

- ✓ To continue to achieve good outcomes for students through an engaging, broad and balanced curriculum and high quality teaching which provides stretch and challenge.
- ✓ To promote resilience, independence and an aspirational mindset for all our learners.
- ✓ To ensure our facilities meet the needs of an expanding school with an expanding curriculum.
- ✓ To ensure every child matters and we do everything we can to ensure barriers to learning are addressed and overcome.
- ✓ To collaborate with other institutions to promote the highest of standards in all we do.
- ✓ To invest in our staff by providing high quality professional development and ensure the wellbeing of all stakeholders is considered in everything we do.
- ✓ To provide all students with opportunities to make a positive contribution to society as a whole.

Appendix E: Annual Development Plans of the Sixth Form College and School Academies

See separate Annual Development Plans.

Appendix F: Diagrammatic View of the Strategic Plan



Appendix G: 2020-2023 PET Strategic Plan Implementation Timeline

To include:
Board of Trustees
T&L Committee
F&R Committee
Local Governing Bodies (listed as combined entries for the college and schools rather than separately)

Milestone	Body Responsible for Monitoring / Approval	Action