



Trust Development Plan

2020-21



Vision and Values of Balmoral Learning Trust

Vision:

“A diverse partnership of schools achieving learning and excellence for all”

Roots:

Collaboration not competition

Individuality not conformity

Simplicity not complexity

Challenge not confrontation

Branches:

Quality – because everyone in the Trust deserves the best

Excellence – because we have high expectations for everyone

Delivery – because actions make aspirations reality

Standards – because they represent achievement for all

Safeguarding – safe people, safe places, safe buildings, safe children

Leaves:

Learning – first class learning opportunities for all

Leadership – exceptional leaders in exceptional schools where leadership is not a position or a title but an action and an example.

Enjoyment – valuing our people and having fun. Others enjoy working with you.

Inspiration – seeing the possible not the actual

Equality – all valued and respected

Responsibility – relentless willingness to see things through, ‘see it and sort it’

Integrity – no fear, no blame, no excuses

Environment – nurturing, enriching, inspiring and safe

Accountability – being open and transparent

Growing Balmoral Learning Trust

Why join Balmoral Learning Trust?

Schools who wish to join our Multi Academy Trust will receive the following:

- Support and challenge from the CEO
- Quality financial support from the Director of Finance and Operations (DFO)
- Access to coaching and support from a range of experienced school leaders
- An Executive Leadership Board that works collaboratively for the good of the MAT
- Partnership approach – solving problems together, real collaboration
- Access to a range of services where group buying power will improve value for money and economies of scale.
- Support for teaching staff through curriculum development

What do we expect from you?

- Share the vision and values of Balmoral Learning Trust
- Collaborate with the various networks and groups set up to develop the MAT
- Positive engagement in the school improvement process
- Willingness to share your own good practice as well as learn from others.
- Adhere to the Scheme of Delegation and Academies Financial Handbook at all times
- Commitment from the Head of School 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 information

What will the academies get out of the MAT

- Membership of the Executive Leadership Board charged with ensuring compliance and improvement across the MAT
- Access to shared CPD
- Support and challenge from the CEO and Executive Leadership Board
- Safeguarding Professional Supervision for Designated Safeguarding Leads
- Sound financial procedures which comply fully with the Academies Financial Handbook
- A range of networks which collaborate to improve outcomes
- The Trust will be involved in key areas as necessary leaving schools to focus on their school improvement. A shared commitment from all schools that the MAT must be greater than the sum of its parts.

Strategic Plan Priorities 2020-2021

The strategic plan priorities 2020/21 support the shared vision and values of Balmoral Learning Trust. The aim is that through targets in the Development Plan the Trust's vision becomes a reality.

2020 has proved to be a year like no other due to the Coronavirus Pandemic and the impact on schools of a national Lockdown. As we move into the new academic year there is the start of a second wave of the virus with local cases rising at a rate higher than other parts of the country. Very early in the term the impact of this has been seen through school absences of staff and pupils and the impact of positive cases on bubbles of children in school. This has resulted in a pace of change in how education is delivered for pupils not seen previously.

The Development Plan 2019/20 will:

- Ensure the Trust supports schools during the Covid 19 pandemic to maintain the high quality of education they provide;
- Work with schools to develop an effective catch up programme that is based on sound evidence of effectiveness.
- Ensure there is a blended learning opportunity for schools in the Trust so that children can move between home and school learning across the curriculum.
- Work with an external provider to review the Trust structure to ensure roles and responsibilities are understood by all.
- Further develop the operating environment including integrated support and shared service;
- focus on developing consistent policies across Trust schools;
- identify a strategy for growth
- identify staff CPD and succession planning.

During 2020/21 the focus of the Development Plan will be based on the following:

Vision and Values

Vision and values to be referenced in individual school development plans and in all Trust plans.

Executive Leadership Board

To continue to meet regularly to ensure a shared understanding of Trust policy and practice. Each school to retain their individual ethos and character reflecting their local community within the vision and values of Balmoral Learning Trust.

The Executive Leadership Board collectively to continue to develop and grow a Balmoral Learning Trust approach and promote consistency as far as is practical.

Continue to develop the central team to ensure the heads of school have a main focus on the development of Teaching, learning pupil out comes and the quality of education in school.

Executive Leadership Board to meet with School Council and agree experiences that children should have before they leave a Trust school.

Staff Handbook was agreed formally in 2018/19. This document is now used to support the work of the Trust. This year we need to ensure that it is being applied consistently across the Trust in light of the demands of Covid 19.

The Executive Leadership Board will work together to support both schools in preparation for inspection during this academic year.

Governance

To ensure there is clarity between the roles of the Trust Board and the Local Governing Board

To ensure the new Chair of Governors at Hetton Lyons is supported to take on the new role.

Governance at all levels will focus on the revised OFSTED Framework and the judgements within the framework:

- Quality of Education
- Personal Development
- Behaviour and Attitudes
- Leadership and Management
- Early Years

Curriculum Development / Outcomes for Children

Ensure each school can operate a blended learning approach for all children to support learning at home and to ensure there is a smooth transition between learning at home and in school.

Ensure each school within the trust completes the review of their curriculum in line with the revised OFSTED Framework 2019 and that the review includes opportunities to develop the cultural capital they need to succeed in life.

Complete the curriculum review with a focus on the development of foundation subject specific skills and knowledge.

Ensure that across the Trust each school can identify the opportunities it offers its learners to develop their personal skills and supports their wellbeing to enable them to become responsible, respectful citizens who can play an active part in public life as adults.

Introduce the requirements of the Relationship and Sex Education Curriculum

Ensure school plans identify not only what children learn but encompasses research into how children learn.

Develop the role of foundation subject leaders through appropriate CPD, coaching and mentoring.

Review assessment procedures in school and introduce the new Reception Baseline assessment and requirements for the EYFS

Curriculum / Staff CPD

CPD arranged for Trust schools on Metacognition and how children learn. Was carried out just prior to lockdown this needs to be embedded into classroom practise.

Provide opportunities for staff to develop leadership skills as part of the succession planning for the Trust

Support staff with the development of virtual learning to ensure the most effective learning can be provided when either staff or children are out of school due the requirement to self-isolate.

Provide training for all school staff as part of the OPAL (Outdoor Play and learning) project

Continue with present monitoring and moderation of core subjects. Develop to include foundation subjects and involve foundation subject leaders

Assessment

Trust schools to continue using the School Data Company to provide termly data analysis for whole school and pupil level analysis.

Introduce the National Baseline Assessment

Ensure tracking across the academic year demonstrates the impact of the Catch Up Funding

Policy Development

Ensure there is consistency in the use of the Staff handbook across Trust Schools.

Further develop the understanding of policies so that the Thrust and schools are aware of where policy responsibilities lie.

Ensure all polices required for blended and home learning are in place.

Safeguarding

Publish a Trust safeguarding strategy that is understood by all

Ensure Trust schools have completed a safeguarding audit and that the document and resulting actions are reviewed termly.

Continue to implement the safeguarding supervision policy with termly supervision meetings across Trust schools.

Implement the Trust Safeguarding Policy consistently across all schools, ensuring each school has a clear safeguarding policy reflecting their pupil needs.

Consolidate the remit of the Safeguarding Director.

Finance

Introduce Parent Pay as the payment method used by both schools to reduce cash handling by schools.

Continue to develop a central team to ensure consistent financial reporting and procedures across Trust schools.

Review the Trust risk management procedures and risk register to ensure it covers financial and non-financial risks.

Human Resources

Continue to develop the central team to ensure consistent application of the staff handbook and other HR functions.

Publicity and Growth

Use the external support to develop a Trust strategy for publicity and Growth.

The developments will be divided into the following sections:

1. Quality of Education
2. Continued professional development of Staff
3. Quality Assurance
4. Strategic Governance
5. Integrated Support and Shared Services
6. Development of Balmoral Learning Trust