THE PRIORY LEARNING TRUST

Strategic Plan

September 2020 - August 2023
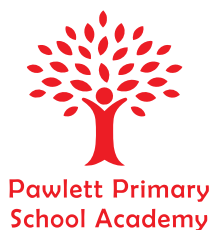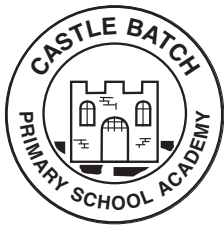
THE PRIORY LEARNING TRUST

PRIORY Community SCHOOL
An Academy

WORLE COMMUNITY SCHOOL
An Academy

St. Anne's Academy
Church

CASTLE BATCH
PRIMARY SCHOOL ACADEMY

THE KING ALFRED SCHOOL
An Academy

Pawlett Primary School Academy

Useful Abbreviations

AC	Academy Council
AGM	Annual General Meeting
AP	Alternative Provision
ASD	Autism Spectrum Disorder
BAME	Black Asian Minority Ethnic
CPD	Continuing Professional Development
CEO	Chief Executive Officer
CT	Central Team
CLFP	Curriculum Led Financial Planning
EYFS	Early Years Foundation Stage
EHCP	Education Health Care Plan
FFT	Fischer Family Trust
GB	Governing Body
HR	Human Resources
IT	Information Technology
IDSR	Inspection Dashboard Summary Report
IEB	Interim Executive Boards
JD	Job Description
KS1/2/3/4/5	Key Stage 1/2/3/4/5
MAT	Multi Academy Trust

PAN	Pupil Admission Number
P8	Progress 8
RSC	Regional Schools Commissioner
SCA	Schools Capital Allocation
SD	School Direct
SIP	School Improvement Plan
SIMS	School Information Management System
SI	School Improvement
SIAMS	Statutory Inspection of Anglican and Methodist Schools
SEMH	Social, Emotional & Mental Health
SENDCo	Special Educational Needs & Disability Coordinator
SEND	Special Educational Needs & Disability
SL	Speech and Language
SLE	Specialist Leader of Education
SP	Strategic Plan
TSA	Teaching School Alliance
TPLT	The Priory Learning Trust
TuF	Top up Funding

From the Chair of the Trust Board

Welcome to our strategic plan covering the next three years.

This is not an action plan but sets the broad sweep of our work and, therefore, the priorities the Trust Board are expecting the MAT to meet.

The first of these priorities is ensuring the very best outcomes for our students and that these are achieved in a safe and nurturing environment that promotes their welfare. To achieve these, we as a Trust Board know full well that many individuals and groups must play important and influential roles in this.

We are committed to cherishing the staff of the Trust, whether those led by the Principals or the Central Team working to support them. We are determined to ensure focused, dedicated governance throughout.

The Trust Board will work with the local Academy Councils to bring the necessary support and challenge into each of our academies and through them a purposeful engagement with our families and other stakeholders. In this way, together, we will set out to secure these priorities to the benefit of the communities we serve.

Dr Barry Wratten - Chair of Trust Board 2019-20

From the Chief Executive and Accounting Officer (CEO)

Welcome to our strategic plan for the period 2020 - 23.

To formulate this plan we have actively consulted with Trustees, Central Team, Principals and Academy Council members. We have gone beyond the one day of 'face to face' planning. Thank you to all involved for their interest and collective spirit.

The overall framework of the plan remains as 'GO PLT'. Our timeframe is a three-year plan with a more detailed Year 1. Our annual review process will be one of reflecting on Year 1 progress. We will then adapt any plans for Year 2 and Year 3 rather than 'plan afresh'.

The monitoring of the plan is very important. So, we have added a new column that serves to monitor the planned actions.This will be used by Trustees and others to gauge our progress.

We will share this plan widely and we look forward to even greater success in the coming years.

Neville Coles - CEO and Accounting Officer

NOLAN PRINCIPLES

Holders of public office should take decisions solely in terms of the public interest - the principles of:
selflessness; integrity; objectivity; accountability; openness;
honesty and leadership.

Education is unlocking the world

Oprah Winfrey

From the Trustees' statement on mission, values, strategic vision and direction

May 2020

The mission of The Priory Learning Trust (TPLT) is to develop happy, confident and successful young people. Our underpinning values are respect for each other, creating an environment for successful learning and giving everyone the tools to maximise their potential. Our primary focus is providing great student outcomes whilst also thinking about the holistic welfare of our students.

TPLT is committed to social equality and the principles of fair access and opportunity. The priority is local families and we will retain a local focus. TPLT values its employees. It is committed to staff development and to fair and transparent dealings with all employees. Employees are the most precious resource and they must be deployed for maximum gain for our students and their welfare.

TPLT intends to grow its family of schools. There will be measured growth as we must maintain outstanding outcomes. Growth, therefore, will be wisely planned. TPLT will extend business services to support great teaching and learning. All our academies will deliver a 'world class' modular curriculum that is relevant, dynamic, forward-looking and balanced.

*Education is the kindling of a flame,
not the filling of a vessel*

Socrates

THE PRIORY LEARNING TRUST

Please do look at our website
www.theplt.org.uk
where key documents and key information can also be found – including termly video messages.

The Priory Learning Trust (TPLT) is a Multi-Academy Trust (MAT); it is a charitable company providing comprehensive and inclusive education for the public benefit. TPLT is funded by the Department for Education through a formal funding agreement and is a DfE approved sponsor of both primary and secondary schools. The schools are listed below – as of July 2020.

Governance is through four Members and ten Trustees (all current Members and Trustees are listed earlier in this document – July 2020). The Trustees form a Trust Board which is the Governing Body and 'legal entity'. Trust governance then further operates through a series of committees - such as Full Board, Resources, Pay, Provision and Outcomes and the local Academy Councils. There is a clear and concise 'Scheme of Delegation' for schools.

The Priory Learning Trust provides efficient and effective systems that ensure all can benefit from collaboration and joined-up education and business services. Crucially, TPLT is a Teaching School Alliance, which each year provides system-wide CPD and is responsible for training the next generation of teachers.

- **Castle Batch Primary School Academy** (WSM – North Somerset)
- **Pawlett Primary School Academy** (Pawlett - Somerset)
- **Priory Community School - an Academy** (WSM – North Somerset)
- **St Anne's Church Academy** (WSM – North Somerset)
- **The King Alfred School - an Academy** (Highbridge - Somerset)
- **Worle Community School - an Academy** (WSM – North Somerset)

Our culture of trust and openness fosters mutual support and continual improvement. Each school in the Trust is led by its own Leadership Team and local Academy Council, comprising of Governors.

EQUALITIES

The Priory Learning Trust is committed to equal opportunity and values diversity. We will challenge prejudice and intolerance and seek to eliminate discrimination.

The promotion of equality of opportunity is in the best interests of our staff, students and the wider community. It is also in the best interest of the Trust that we recruit and develop the best people for our jobs and benefit from the diversity it brings.

Our Equalities Policy can be found on our website – www.theplt.org.uk

Knowledge is power. Information is liberating.
Education is the premise of progress,
in every society, in every family

Kofi Annan

Our Metrics

	Goal	Judgement
Strong Governance	Board and local governance is 'good' in all of our established academies.	External review of governance report and through Ofsted inspections.
Great Outcomes	All academies are at least 'good'.	Good or better in all SIAMS and Ofsted inspections.
	Compared with all academies in country each secondary's P8 score is at least + 0.2.	Inspection Dashboard Summary Report- Secondary Year 11 outcomes are at least +0.2 annually in P8.
	Primary metrics ensure we are in the top 25% of all academies in the country.	Early Years Foundation Stage (EYFS), Phonics, Key Stage 1 (KS1) and Key Stage 2 (KS2) data IDSR.
	We have favourable attendance and exclusion rates compared to national averages.	We have above average attendance rates of at least +96% and exclusion rates below national average.
	Student admission figures - we are full in all year groups.	September intakes – all at PAN.
People and Team Development	We add to 'the school system'. TPLT TSA recruits 30+ ITT places annually.	At least 30 School Direct trainees annually in our academies.
	All our people are fully aware of the value of the MAT and can see tangible benefits from services provided.	Annual staff survey includes the question - 'Do you believe that working in a MAT offers additional opportunities for you?' 90+% staff respondents say yes. 100% staff receive weekly CEO Wednesday briefings on value of being part of TPLT 2020-21.
Limited, wise growth	We have the RSC's approval for further measured MAT growth.	RSC's annual briefing and subsequent letter approves TPLT for future growth.
TPLT Business	Our financial balances are/remain secure in line with our financial strategy and reserves policy.	Annual year end accounts show £1million + in reserves and in year balancing.
	First class facilities developed across TPLT.	100% of Schools Capital Allocation funding spent annually. Annual Academy Devolved Formula Capital and SCA allocation of £800K + are fully utilised to deliver significant estate enhancements annually, on time and to budget.

TPLT Students as at 13 March 2020

ALL	CBPSA	PPSA	SACA	PCSA	TKASA	WCSA	TOTAL
NURSERY			118	30			**148**
RECEPTION	54	8	53				**115**
YEAR 1	61	8	56				**125**
YEAR 2	57	12	62				**131**
YEAR 3	63	8	49				**120**
YEAR 4	61	9	61				**131**
YEAR 5	62	8	58				**128**
YEAR 6	63	3	29				**95**
YEAR 7				328	230	293	**851**
YEAR 8				300	230	292	**822**
YEAR 9				255	220	264	**739**
YEAR 10				255	225	283	**763**
YEAR 11				250	214	279	**743**
YEAR 12					103		**103**
YEAR 13					51		**51**
TOTAL	**421**	**56**	**486**	**1418**	**1273**	**1411**	**5065**

TPLT Students as at 13 March 2020

GO PLT

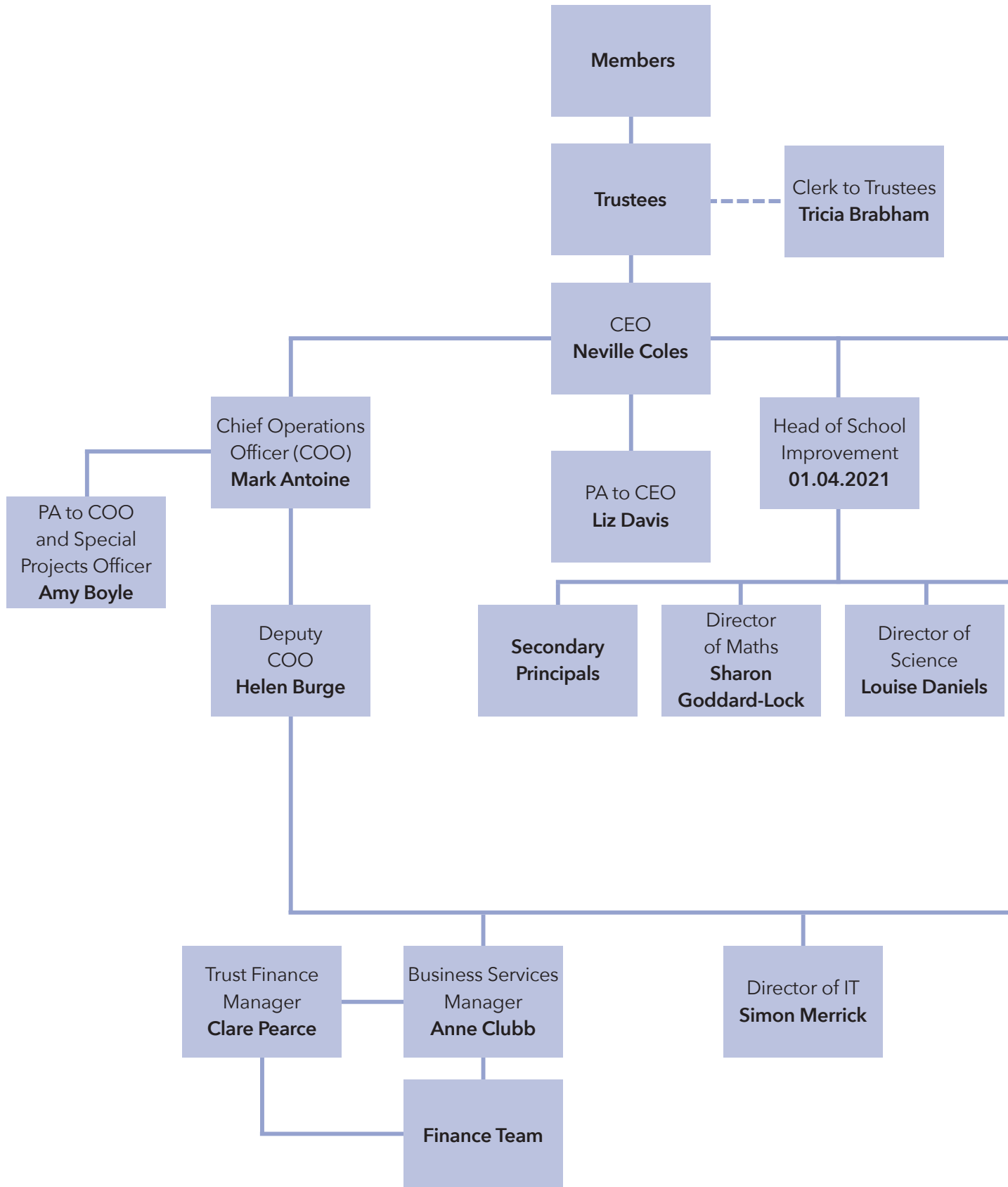| |
|---|
| STRONG **G**OVERNANCE |
| GREAT **O**UTCOMES |
| **P**EOPLE AND TEAM DEVELOPMENT |
| **L**IMITED, WISE GROWTH |
| **T**PLT BUSINESS |

We want all our staff to be able to easily describe and understand the strategic intent of our Trust – the **GO PLT** outline.

Again, each school should interpret these strategic goals through their own School Improvement Plan (SIP). The focus at school level must be on **OUTCOMES** and developing **PEOPLE** and **TEAMS**.
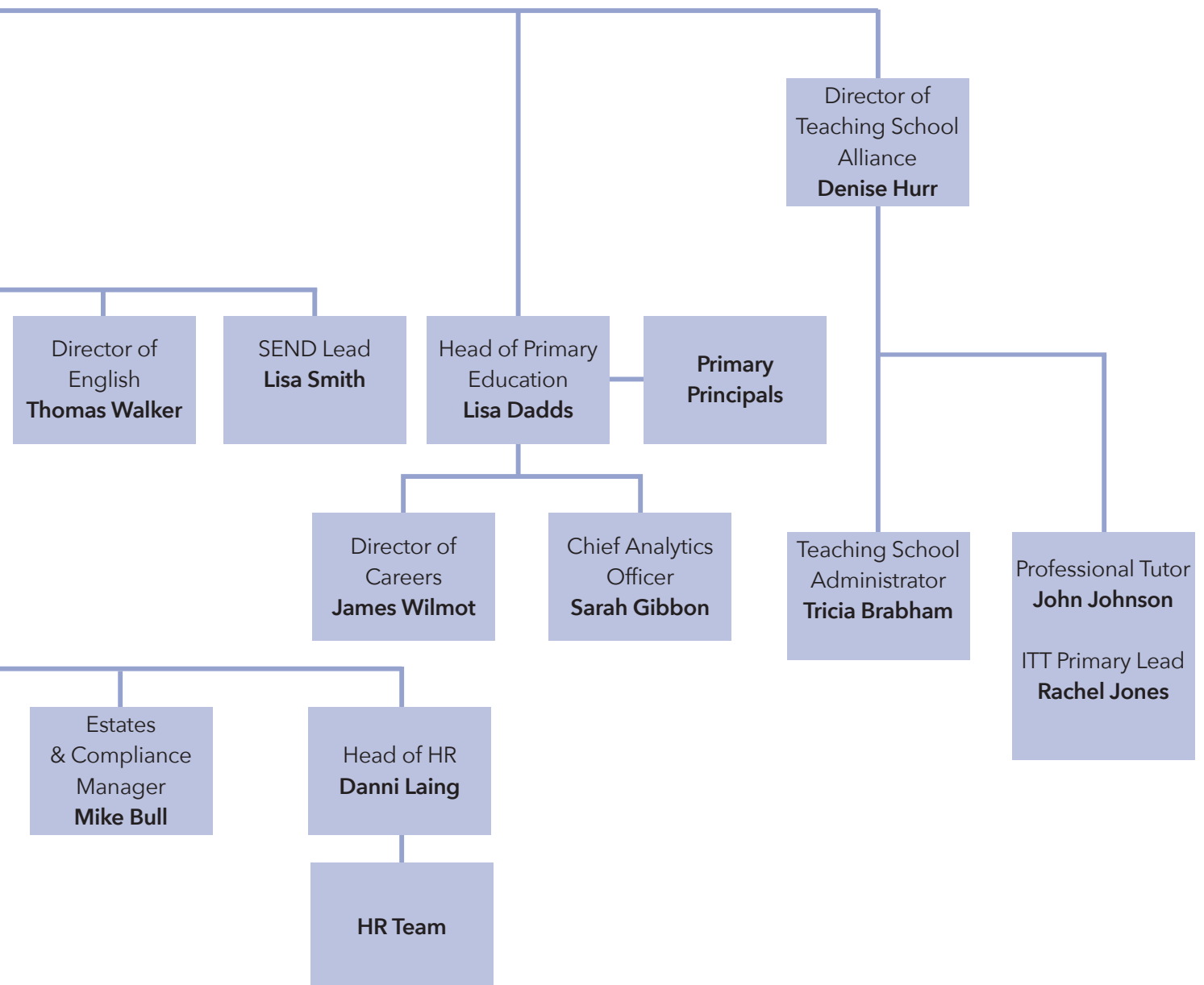
The Priory Learning Trust –
Line Management Structure of the Central Team

Members

Trustees

Clerk to Trustees
Tricia Brabham

CEO
Neville Coles

Chief Operations
Officer (COO)
Mark Antoine

PA to CEO
Liz Davis

Head of School
Improvement
01.04.2021

PA to COO
and Special
Projects Officer
Amy Boyle

Deputy
COO
Helen Burge

**Secondary
Principals**

Director
of Maths
**Sharon
Goddard-Lock**

Director of
Science
Louise Daniels

Trust Finance
Manager
Clare Pearce

Business Services
Manager
Anne Clubb

Director of IT
Simon Merrick

Finance Team

Consultants/Contractors
School Improvement Consultant - **Gail Webb**
Business Plan Consultant - **Martin Kerslake**
Lead Attendance Officer - **Peter Noble**
PR/Marketing Manager - **Shane Dean**
Website Designer - **Joe Spear**
Social Media Manager - **Alex Crowther**
Grounds Monitoring - **Howard Giddens**
Catering Monitoring - **Mike Neales**
Site Monitoring - **Mark Brothwell**

Director of
Teaching School
Alliance
Denise Hurr

Director of
English
Thomas Walker

SEND Lead
Lisa Smith

Head of Primary
Education
Lisa Dadds

**Primary
Principals**

Director of
Careers
James Wilmot

Chief Analytics
Officer
Sarah Gibbon

Teaching School
Administrator
Tricia Brabham

Professional Tutor
John Johnson

ITT Primary Lead
Rachel Jones

Estates
& Compliance
Manager
Mike Bull

Head of HR
Danni Laing

HR Team

1.   Strong Governance

What is the aim of this strand?

- Ensure all Academy Councils and the Trust Board share TPLT goals and values whilst maintaining their unique connection to their local communities.

What would success look like in three years' time?

- All Trustees and Academy Councils are clear about their respective roles and the Scheme of Delegation (SoD) has been updated if needed to reflect these.
- A regular routine of communications between Trustees and Academy Councils is clearly established and working well.
- We have a talented team of Trustees and Academy Councils who work collectively as 'one team' to make the Trust successful.
- Any new academies joining the Trust have a clear understanding of the Governance model before they join.

What are the main strands of work?	What are the key actions we need to take?	Owners	Timing	Success Criteria (Year 1)
Clarify roles and responsibilities	**Year 1 Actions:** • Draft paper on roles of Governance at different levels of the Trust and seek feedback • Review of progress after 6 months and 1 year • Increase communications to Academy Councils – AGM, link Trustees, 3 x Trustee Briefings • Engage with Academy Councils to clarify the Trust's structure and dynamics • Undertake any further reconfiguration of the SoD **Priorities for Year 2 and 3** Review progress made during Year 1 and if necessary re-examine overall Governance model.	Barry Wratten (T) Neville Coles Gail Webb	September 2020	Contact made with Academy Councils clarifying any issues for discussion 3x Trustee - Governors briefings per annum Reconfigured SoD circulated, adapted if necessary and adopted

What are the main strands of work?	What are the key actions we need to take?	Owners	Timing	Success Criteria (Year 1)
Support for development of Academy Councils and develop a skills and recruitment plan	**Year 1 Actions:** • Undertake skills audit and self-evaluation and develop training programme to meet needs • Support Academy Councils to work together through hubs to share and develop relationships • Identify gaps and support recruitment through strong robust appointment and induction process • Maintain list of individuals who may be interested in future roles • Review gender and BAME recruitment to Governance • Embed new Chair in role and establish a new modus operandi • Review role of Executive Principal (EP) and prepare new job description (JD) for Chief Executive Officer (CEO); establish timeframe/resource implications for transition • Develop a 2-5 year plan that sets out likely Governance needs **Priorities for Year 2 and 3** Review needs in light of Year 1 experience and any feedback from Academy Councils about support received. Identify needs for Year 2 and 3 and develop further programme of support and development.	Barry Wratten (T) Neville Coles Gail Webb	September 2020 and ongoing January 2021 and ongoing	Feedback from key stakeholders demonstrates satisfaction Plan shared with Trustees, Academy Councils and the Central Team; plan adopted Active process of recruitment at all levels CEO JD shared and implemented

What are the main strands of work?	What are the key actions we need to take?	Owners	Timing	Success Criteria (Year 1)
Strengthen engagement and communications	**Year 1 Actions** • Develop meeting structure for Trustees and Academy Councils • Inaugurate wider Trustee and stakeholder interaction; review Strategy Day and consider timing and alternatives • Embed self-review and evaluation at every level of Governance • Ensure Trustee and Academy Council roles are clearly explained to academies joining the Trust **Priorities for Year 2 and 3** Review progress made during Year 1 and feedback from Trustees and Academy Councils about how well new processes are working. Refine or make further changes as needed.	Barry Wratten (T) Neville Coles Gail Webb	September 2020 and ongoing	Feedback from stakeholders demonstrates satisfaction and informs strategy Roll-out a model of self-review Trust ACs or IEBs show clarity of a change of role

2. Great Outcomes

What is the aim of this strand?

Ensure we are the Trust of choice for students and parents because we secure academic success for all students, promote aspiration and offer opportunities to succeed in safe and stimulating high quality environments.

What would success look like in three years' time?

- Each school delivers a rich and exciting curriculum with excellent teaching and learning with all schools judged at least good by Ofsted.
- Our schools provide the very best teaching to promote high-quality learning with strong outcomes with primary schools being in the top 25% nationally and secondary schools showing Progress 8 of at least +0.2.
- Teaching and learning in all classrooms is high quality and ensures that all students make good progress which encourages students to attend school giving them access to their next stages of learning.
- All schools are full because they are the school of choice for students and families.

What are the main strands of work?	What are the key actions we need to take?	Owners	Timing	Success Criteria (Year 1)
Build capacity to improve outcomes	**Year 1 Actions** • A Trust-wide improvement strategy is in place and understood by Trust academies • Review terms of reference for Scrutiny Panel meetings to ensure that there is a common understanding of the purpose and outcome of the meetings • Develop the knowledge and understanding of Central/Subject Leaders on self-evaluation for quality of curriculum, teaching, learning and progress in lessons including effective use of LEARN • Embed the process of Coaching 15 and train additional members of staff to lead the process	Katie Dominy (T) Lisa Dadds Gail Webb	July 2021 March 2021	Leaders are able to challenge and support consistently good or better teaching, learning and progress. Outcomes in our secondary schools show a progress score of at least +0.2 and our primary schools are in the top 25% of all schools nationally

What are the main strands of work?	What are the key actions we need to take?	Owners	Timing	Success Criteria (Year 1)
	• Evaluate the impact of 'Reading for All' approach in all schools • Primary schools to develop a shared curriculum ensuring that the implementation and content is ambitious **Priorities for Year 2 and 3** Use Coaching 15 to enhance teaching and learning CPD with all secondary schools working within a clear curriculum ethos statement. Curriculum planning and resources across a number of subjects in Key Stage 3 (KS3) will be shared ensuring that there is a clear progression in knowledge and skills. Primary schools to have an ambitious, aligned curriculum implementation sharing planning and resources (where applicable).		July 2021	Reading for All is embedded and shows a positive impact on progress scores at secondary level being at least +0.2. End of KS2 data shows that all groups of students have a positive progress score
Use data and qualitative information	**Year 1 Actions** • Embed greater use of quantitative data across the Trust especially by Central/Middle/Subject leaders and at a classroom level to inform planning, learning and assessment • Develop an agreed system to gather qualitative data to be shared and used at all levels to effectively raise outcomes	Mike Westlake (T) Sarah Gibbon	July 2021	Robust KS3 assessments enable tracking to give accurate targeted outcomes in Key Stage 4 (KS4)

What are the main strands of work?	What are the key actions we need to take?	Owners	Timing	Success Criteria (Year 1)
	• Accuracy of data is key and underpinned by regular standardisation through moderation both within and across schools • Robust EYFS and KS1 assessments enable tracking to give accurate targeted outcomes in KS2. • Embed the use of 4Matrix to compliment SIMs and FFT in secondary schools • Develop accurate reporting systems in primary schools to ensure a common language, shared vision and clear accountability • Ensure all EYFS staff are prepared to implement baseline assessment from September 2021 **Priorities for Year 2 and 3** Develop and use more robust staff/student/parent feedback and surveys to inform changes to practices, processes and philosophy. Undertake peer to peer school reviews. Develop a programme of Trust cross- phase peer review and peer MAT-MAT reviews.		July 2021	Robust EYFS and KS1 assessments enable tracking to give accurate targeted outcomes in KS2.
Curriculum Development for all ages 2-18	**Year 1 Actions** • Map current provision across all schools and identify priorities • TPLT curriculum review for all schools with a focus upon quality of teaching, learning and outcomes • Develop the system of CPD through hub evenings for all staff in subject specific expertise • Create a feedback loop to measure hub impact in relation to teaching, learning and assessment in each subject area	Katie Dominy (T) Lisa Dadds Gail Webb	March 2021	Curriculum maps in place for Years 2-18 and implemented fully across all schools.

What are the main strands of work?	What are the key actions we need to take?	Owners	Timing	Success Criteria (Year 1)
	• Year 5-9 curriculum route maps created for English, maths and science • Review current EYFS provision and curriculum and identify priorities that link with the National Curriculum **Priorities for Year 2 and 3** Develop an aligned curriculum that is at least as ambitious as the National Curriculum leading to all students making at least good progress in all subjects. Create curriculum route maps from Year 5-9 for all foundation subjects. Embed a common EYFS curriculum and consider the rationale for further nursery provision at existing primary schools. Measure the impact of aligned Year 5-9 English, maths and science curriculum.		July 2021	Y5-Y9 route maps for English, maths and science are in place.
High quality provision in English, Maths and Science	**Year 1 Actions** • Standardisation and moderation shares high quality examples • Alignment of ambitious curricula implementation across Trust in these subjects at both primary and secondary • Embed partnership working between schools and core subject directors in secondary schools • Review the provision of English, maths and science in primary schools and continue to identify areas for improvement	Katie Dominy (T) Lisa Dadds Gail Webb		Teaching, learning and progress is consistently good or better leading to outcome data of at least +0.2 in secondary sector and top 25% in primary sector Subject Directors lead initiatives and work with leaders resulting in positive progress scores of at least +0.2 in English, maths and science in secondary schools

What are the main strands of work?	What are the key actions we need to take?	Owners	Timing	Success Criteria (Year 1)
	Priorities for Year 2 and 3 Embed the culture of high expectations using national benchmarking and challenging targets. Through development groups and hubs share information to measure the impact of quality teaching, interventions, approaches and plans based upon outcomes. Develop a review mechanism to track progress towards targets. Introduce programme of structured lesson study within these subjects. Develop partnership working between subject directors and leads in primary schools.			
Improve Behaviour and Attitude to Learning	**Year 1 Actions** • Review and agree Trust strategic behaviour policy and develop common academy procedures as appendices • Focus on communications with families on attendance to build relationships and clarity over letters, home visits and use of penalty fines • Gain an overview of the current provision for personal development, well-being and character education in all schools • Appoint and deploy behaviour Specialist Leaders of Education (SLE) • Develop a clear monitoring/tracking system in primary schools in relation to behaviour and attitude to learning	Ian Cook (T) Lisa Dadds Gail Webb	July 2021	'Monday moment' data shows a reduction in the number of parkings and FTEs in secondary schools

What are the main strands of work?	What are the key actions we need to take?	Owners	Timing	Success Criteria (Year 1)
	• Track that effective intervention is in place to improve behaviour and attitude to learning in secondary schools **Priorities for Year 2 and 3** Plan and develop a Trust wide 2-18 personal development, well-being and character education and develop/link to CPD. Evaluate the impact of behaviour SLEs. Ensure that effective intervention is in place to improve behaviour in primary schools based on the data. Develop shared principles and philosophy about a common culture within all academies.		July 2021	
Develop SEND provision and support the development of Alternative Provision (AP)	**Year 1 Actions** • Ensure that data is used to inform teaching and planned interventions to ensure progress in lessons • Praising Stars data is used effectively to narrow the progress and attainment gap • Review the use of Education Health Care Plan (EHCP) and Top up Funding (TuF) in relation to provision and progress • Introduce a Development Group for SENCos • Implement programme of coaching and CPD for support staff working with SEND pupils • Review the use of the Resource Base and AP provision across the Trust • Pursue establishing AP provision on two sites across the Trust	David Stickels (T) Lisa Dadds Gail Webb	July 2021	Pupil Premium and SEND students are making accelerated progress from their starting points as identified in Praising Stars data All SEND support staff have been trained on effective planning for successful intervention Common process for the use of Resource Base and AP

What are the main strands of work?	What are the key actions we need to take?	Owners	Timing	Success Criteria (Year 1)
	• Research and visits to other Trusts/local areas to understand AP practice and programmes • Agree across academies a common approach to SEND paperwork • Appoint and deploy SLEs **Priorities for Year 2 and 3** Identify SEND champions and share knowledge across academies leading to the alignment of SEND processes. Develop high quality teaching and learning for all and increase knowledge of specific areas of SEND e.g. ASD, SL, SEMH. Continue to develop curriculum and leadership and areas of specific expertise of SEND and AP. Evaluate the impact of SEND SLEs.			

3. People and Team Development

What is the aim of this strand?

Be the education employer of choice in the South West.

What would success look like in three years' time?

- All staff know how to progress within their career and have access to professional development.
- Appraisal and coaching is valued by all and performance and talent is more closely linked together.
- Teaching School adding value through numerous School Direct recruits.
- HR is centralised, effective, robust and rigorous.

What are the main strands of work?	What are the key actions we need to take?	Owners	Timing	Success Criteria (Year 1)
Recruitment	**Year 1 Actions:** • Further develop TPLT as a strong employer brand • Simplify application process across Trust for jobs – develop single professional application system • Engage with a people marketing specialist, to review our branding and make suggestions for improvements. Develop our people marketing strategy. • Continue to increase the diversity of our workforce **Priorities for Year 2 and 3** Explore and develop technology and innovative approaches to recruitment and selection to ensure that the external perspective of us as an employer is positive. Running a range of TPLT recruitment events will promote us as the employer of choice in the South West celebrating the opportunities to work with us and develop at all career stages.	John Richardson (T) Denise Hurr Danni Laing	July 2021	ACCESS E-recruitment module embedded across the Trust Unconscious bias training for all involved in recruitment People marketing strategy in place with external marketing specialist and improvement plan implemented

What are the main strands of work?	What are the key actions we need to take?	Owners	Timing	Success Criteria (Year 1)
Retention and Employer Engagement	**Year 1 Actions** • Undertake an annual staff engagement survey through an external provider and implement a clear action plan to support the recommendations • Promote equal opportunities for our entire workforce **Priorities for Year 2 and 3** Develop a structured wellbeing programme for all staff building on evidence base from other employers. Continue to review our rewards strategy in relation to pay and conditions to ensure that staff feel their hard work is recognised in a wide range of ways. Roll out compulsory Gender and Equality training for all staff in the Trust to challenge conscious and unconscious bias. Investigate our gender pay gap as an employer and look for ways to actively reduce this.	John Richardson (T) Denise Hurr Danni Laing	December 2020	Staff survey conducted and 80% completion rate in all academies and Central Team with action plan in place Ensure that all new employees undertake equality training and all managers undertake training in unconscious bias
Developing Staff	**Year 1 Actions** • Develop an overarching CPD plan setting out cross Trust priorities and opportunities with budget • Develop range of e-learning opportunities for staff **Priorities for Year 2 and 3** Review and update our programme of coaching and mentoring and expand this to offer the opportunity for all staff. Ensure that TPLT Leadership Line continues to provide development opportunities for staff in all roles at all stages of their career.	Diane Davey (T) Denise Hurr Danni Laing	December 2020 and ongoing	Access to CPD for all E-Learning is inclusive

What are the main strands of work?	What are the key actions we need to take?	Owners	Timing	Success Criteria (Year 1)
Performance and Talent Management	**Year 1 Actions** • Ensure Trust wide appraisal system is clearly linked to CPD with clear standards and moderation **Priorities for Year 2 and 3** Develop a culture across the Trust where internal movement of staff for progression is the norm and actively encouraged by all. Developing staff for the benefit of all students in our Trust and across the South West.	Diane Davey (T) Denise Hurr Danni Laing	October 2020	Moderation takes place across the Trust CPD requests are clearly linked and are reviewed within appraisal

4.   Limited, wise growth

What is the aim of this strand?

We will continue to grow where the opportunities are right for the Trust and we can improve the lives of more young people and families. We want to expand and grow our own Alternative Provision.

What would success look like in three years' time?

- We have a good understanding of the potential opportunities for growth both locally and more widely within the South West region.
- We have RSC approval for further measured MAT growth.
- We have expanded our primary and pre-school provision across the Trust.
- We have successfully implemented an agreed Trust-wide Alternative Provision strategy.

What are the main strands of work?	What are the key actions we need to take?	Owners	Timing	Success Criteria (Year 1)
Agree strategy and process for any new growth and reaffirm ambitions with RSC	**Year 1 actions** • After COVID-19 crisis, re-engage with RSC and explore with RSC progress on South Somerset • Actively seek new relationships/networks to support measured growth either by innovative approaches, further development of current Hubs or mergers or acquisitions • Determine requirements for any new hub e.g. mix of primary, secondary, balance of needs in schools • Set geographical boundaries for any expansion taking into account capacity of Central Team • Set criteria for decision making on new hubs e.g. outcomes, Ofsted, geography, local 'ecosystem'	Katie Dominy (T) Neville Coles	September 2020 and ongoing Easter 2021	Re-engaged RSC and clear position on South Somerset Board agree growth criteria SI structure approved and implemented

What are the main strands of work?	What are the key actions we need to take?	Owners	Timing	Success Criteria (Year 1)
	• Confirm internal structure for School Improvement capacity to accommodate growth, including changes to EP role and inception of CEO role • Establish shadow staffing structures necessary to support further growth within the CT and at school level • Develop a consistent format for due diligence • Develop an approach for risk-benefit analysis across all aspects of the work of the Trust including growth **Priorities Year 2 and 3** Review position at end of Year 1 and identify priorities for growth for Year 2 and 3.		January 2021	Succession-planning is providing confidence for the Board as growth is considered New risk format agreed and implemented across Trust
Expand pre-school provision	**Year 1 actions** • Understand landscape for all TPLT secondary schools in terms of primary feeder schools and their communities • Identify opportunities to add/build/acquire new pre-school provision across the Trust **Priorities for Year 2 and 3** Review pre-school provision within the Trust and identify any further opportunities of links with other primaries and pre-school providers.	Katie Dominy (T) Mark Antoine Lisa Dadds Helen Burge	July 2021	Opportunities to expand pre-school provision identified and plans made Trust pre-school provision is linked to Trust primary schools

What are the main strands of work?	What are the key actions we need to take?	Owners	Timing	Success Criteria (Year 1)
Explore and Propose Alternative Provision strategy	**Year 1 actions** • Develop a business model and proposition for developing own AP provision • Identify potential capital and revenue costs • Identify potential demand for AP from schools in Trust and from other Trusts and Local Authorities **Priorities for Year 2 and 3** Implement agreed AP strategy.	Barry Wratten (T) Neville Coles	July 2021	Trust Board confirm AP strategy Fully developed business plan is presented and implemented

5. TPLT Business

What is the aim of this strand?

Provide Business Services that fully meet the needs of TPLT.

What would success look like in three years' time?
- We are a model of best practice for Finance, HR, Estates and IT.
- We have successfully implemented centralised IT, Finance Teams and HR systems.
- We have agreed and implemented a fair, needs led and transparent methodology for pooling of resources across the Trust.
- All of our academies have implemented effective environmental and sustainability initiatives and processes.

What are the main strands of work?	What are the key actions we need to take?	Owners	Timing	Success Criteria (Year 1)
Operational IT	**Year 1 actions** • Fully cost and present business case for achievement of 'One Network' Data Centre • Plan considered by Trustees and funding confirmed • Implement creation of 'One Network' Data Centre • Migrate primaries into the 'One Network' Data Centre • Align communication platforms (G Suite/Phone System) **Priorities for Year 2 and 3** Centralise the IT team and support around IT to all schools. Establish secondary Data Centre. Map IT equipment and plan to standardise across Trust schools.	Mike Westlake (T) Simon Merrick	November 2020 July 2021 September 2021 September 2021	Fully costed business case received, considered and approved by Trustees by October 2020 Procured hardware and software installed in Data Centre Data Centre being fully accessed by primaries Successfully migrated communication systems across the Trust

What are the main strands of work?	What are the key actions we need to take?	Owners	Timing	Success Criteria (Year 1)
Finance	**Year 1 actions** • Embed centralised finance team and SAGE system across the Trust • Introduce School Budget Software (SBS) • Develop budget support function **Priorities for Year 2 and 3** Implementation of agreed finance strategy. Fully embed budget software through Finance Managers across the Trust. Review and update Finance Manual to reflect new practices.	Anne Clubb	July 2021	Central finance team judged more effective and efficient through annual review of service SBS used to complete salary reconciliations and budgets
Human Resources	**Year 1 actions** • Embed centralised HR system across the Trust • Ensure 'Self Service' functionality fully embraced by all staff • Embed online training to incorporate full induction of new employees, and facilitate compliance and statutory training completion **Priorities for Year 2 and 3** Review the implementation of the new HR system, identifying areas for improvements or expansion. Establish effective and informative staffing data reporting format. Review suitability of online compliance training packages and engage with provider regarding content.	Diane Davey (T) Danni Laing	December 2020	Conduct feedback survey from Principals and LTs that scores effectiveness and efficiency as 80% or higher with regard to accuracy of data and service delivery All relevant staff fully inducted and statutory courses completed

What are the main strands of work?	What are the key actions we need to take?	Owners	Timing	Success Criteria (Year 1)
Estates and Compliance	**Year 1 actions** • Schools Capital Allocation (SCA) fully managed and utilised • Plan to align compliance provision across the Trust • Present business case for estates and compliance management software including assets **Priorities for Year 2 and 3** Provide outstanding support and leadership in the management of estates and compliance across the Trust. Review and consider centralisation of estates and compliance related contracts. Consider new providers and ensure tendering occurs 1 year before renewal due	Rod Sibley (T) Mike Bull	May 2021	100% of SCA projects delivered as planned and to budget with minimal surplus funding carried forward Plan agreed by Trustees to align compliance Business case agreed before tendering begins
Strategic Finance	**Year 1 actions** • Produce fair, needs led and transparent methodology for pooling of General Annual Grant and timetable for implementation • Share methodology and timetable with Trustees • Consult with stakeholders /interested parties • Refine methodology in light of feedback • Trustee approval and communicate agreed methodology • Implementation of approved changes **Priorities for Year 2 and 3** Consider and develop a finance sustainability plan to incorporate growth plans. Consider impact of potential long term change.	Michelle Michael (T) Mark Antoine	February 2021	Reports to Trustees to be considered in relevant Resources Committee (Oct 2020) and Full Trustee meetings

What are the main strands of work?	What are the key actions we need to take?	Owners	Timing	Success Criteria (Year 1)

Environmental Sustainability	**Year 1 actions**
	• Complete a gap analysis and support and encourage the achievement of operational objectives within our academies in the following areas:
	  - Carbon and energy management
	  - Waste management
	  - Sustainable travel management
	  - Water management
	  - Biodiversity management
	  - Sustainable procurement
	  - 'Green' design, construction, renovation, and maintenance
	
	Priorities for Year 2 and 3
	Support and encourage all Trust academies to engage and implement environmental and sustainability initiatives and processes.
		Rod Sibley (T)
		Helen Burge
		Mike Bull
			December 2020	Academies to conduct baseline reviews in Year 1
				
				Trust energy usage included in annual report and carbon footprint reduction target of 1% per year going forward

THE PRIORY
LEARNING TRUST

The Priory Learning Trust
Queensway
Weston-super-Mare
North Somerset
BS22 6BP

✉ info@priorylearningtrust.org.uk   📱 01934 511411