

# The TRUE Learning Partnership

## Strategic Development Plan 2021-24

The TRUE Learning Partnership is a community based, values focussed, cross phased multi academy trust.

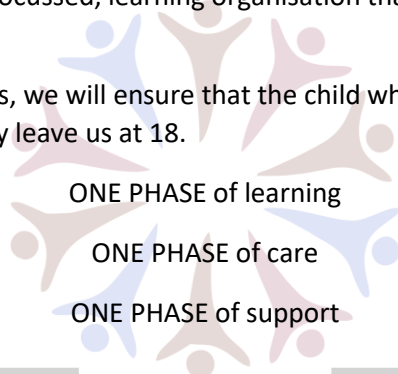
Originally founded by both Poynton High School and Lostock Hall Primary School in December 2018, we now encompass Disley Primary School, Glossopdale School and Hague Bar Primary School,

1. Poynton High School (converter academy)
2. Lostock Hall Primary School (converter academy)
3. Disley Primary School (converter academy)
4. Hague Bar Primary School (converter academy)
5. Glossopdale School (sponsor academy)

In total, we encompass over 3000 young people and 500 staff across north Cheshire and West Derbyshire, spanning two local authority regions and two regional school commissioner regions, as such, we are a National Multi-Academy Trust.

Our vision is a community based, values focussed, learning organisation that meets the needs of all its members so that all will achieve.

By working within our community clusters, we will ensure that the child who is presented to us at the age of 3 is the best they possibly can be by the time they leave us at 18.



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# The TRUE Learning Partnership

## Values

Serve our communities with “...an unswerving commitment to ensure every young person achieves their goals, whatever their circumstances”

### INSPIRE ACHIEVE CELEBRATE

## Vision

A community focussed, values based, learning organisation that meets the needs of all its members so that all will achieve.

### COMMUNITY CREATIVITY CELEBRATION

## Principles

### 1. To respect, honour and promote your identity

We will celebrate your individual identity and promote your achievements within our wider Learning Partnership. We will value your contributions and ensure you feel part of a family where your voice counts. We will support you to positively express the contribution you make to improve children's life chances.

### 2. To believe in you and empower you

We will value your strengths and support you to overcome your weaknesses. We will believe in your aspirations and through collaboration and strong networking, will help you to achieve your goals. We will help you innovate, grow stronger and push the boundaries. Respecting the principle of subsidiarity, decisions will be delegated wherever possible so they are taken as close as possible to those affected by them. Your autonomy will be at the heart of all our decisions and we will always show you how we have taken this into account. Together we will ensure that decisions are taken which inspire all that pass through our learning community. We will believe in you, praise you and encourage you.

### 3. To listen to you.

We will take the time to listen to you, respect you and understand your views. We will strive to get things right first time; if we don't, we want you to tell us. We will use your feedback to help us improve and will let you know when we change things in response to your feedback. We will clearly explain our reasons for our actions and if we don't agree with you, we will explain why. We will provide easy access to a complaints process and ensure that you are fairly treated and respected. We will always be professional and polite and will deal with any enquiries you may have as quickly as possible.

### 4. To keep you informed.

We will give you information as you want it and as you need it. We will provide clear communication channels and clear guidance on the services you can expect from us. We will support you with accessing this information and ensure it is accurate and up to date. We recognise that clear, concise communication is paramount to our collective success and will ensure that it underpins everything we do.

### 5. To support you.

We will make it our responsibility to understand your needs. We will offer all the support we can to help you address your needs. We will tailor our services around the common needs that exist within our schools, ensuring we are the best we can be. If we cannot meet your needs internally, we will work with you to source providers that can. We will actively promote school-to-school support across the Academy Trust and give you the opportunities to support others, share your best practice and work collaboratively. We will help you assess yourselves and give you the tools to help you improve.

## Introduction

The overarching aim of The TRUE Learning Partnership is to create schools that inspire and motivate our pupils to 'be the best they can be', academically, creatively, physically and socially as responsible citizens for the future. The Strategic Plan 2021-24 is intended to outline the key strategic objectives of the Trust over the next three years, sharing and defining our vision, and explaining the key goals and performance measures that will demonstrate the success of our Academy Schools in delivering inspiring and memorable education for all our pupils. It is underpinned by our values and expectations for all our pupils and will support our intention to become a recognised leader in education.

This overarching strategic plan will inform and be informed by the individual Academy School self-evaluations, pupil outcomes and resulting school development plans. It is our expectation that all these plans will be scrutinised and evaluated regularly by our Local Governing Bodies, our Trust Board Committees, and Executive Strategic Group.

Our strategic development plan is broken down into the following key areas:

1. **Curriculum**, i.e. a rich, inspiring and engaging curriculum that enables all our students to be the best they can be, that provides opportunities for academic, creative and sporting success, memorable experiences and creates in our students a lifelong love of learning
2. **People**, i.e. recognising and valuing the contribution made by our students, staff, parents and carers and stakeholders, ensuring we have the right people to deliver our vision, that they are well led and managed, provided with the highest quality training and support, and that they work in an environment conducive to positive wellbeing. Engaging with our community and building strong partnerships that support our moral purpose and enhance the work we do.
3. **Environment**, i.e. buildings and facilities that are fit for purpose and meet our stringent health and safety requirements, that provide a positive and stimulating environment for our students and staff whilst recognising our stewardship responsibilities
4. **Finance**, i.e. a robust and sustainable approach to finance that maximises value for money, minimises the risk of fraud or misappropriation, and supports our academies in achieving our objectives
5. **Governance**, i.e. Governance at all levels to be robust, based on best practice and striving for excellence

In order to achieve these strategic aims, our approach is embedded within the following principles:

- Strong leadership that transforms culture
- The pursuit of excellence is demonstrated by an uncompromising and successful drive for improvement in the leadership and management of teaching, learning and progression
- Excellent governance that challenges, supports and holds to account
- Recognising the role of teachers and developing them
- Outstanding teaching and pedagogical knowledge, embedded in a culture of research and peer working
- A broad and balanced curriculum that has expert knowledge and individual needs at its core
- Confident independent learners
- High aspirations and expectations of all who work in our Academy Schools that every pupil is able to succeed
- Secure and effective partnerships with parents/carers, businesses and our local communities

In order to support our schools, The TRUE Learning Partnership Executive Management Team will SUPPORT, PROTECT, ANTICIPATE, CHALLENGE and EMPOWER all members of our community, staff, pupils, students, parents, carers and wider political and professional stakeholders. At the heart of everything we do is the relentless pursuit of the betterment of the lives of the young people we serve. We are one phase of learning, one phase of care and one phase of support.

### Strategic Objectives 2021-24

<u>Objective 1</u>	<u>Detail</u>	<u>Achievement</u>
<p>Demonstrable educational improvement, clearly measurable in all our Academy Schools year on year.</p>	<p>Our ambition is for all our Academy Schools to provide outstanding education that inspires and motivates all our students to be the best they can be. Our first priority is to have a robust, resourced and sustainable plan for improvement in our sponsored Academy School partner (Glossopdale).</p> <p>Our good and outstanding Academy Schools will have equally robust plans to sustain their current status and continue to enrich and improve their offer to students. The detail of how this will be achieved will look different for each of our Academy Schools recognising their unique strengths and areas for improvement. Key focus will also be on the protection of our Academy Schools facing early inspection in this strategic planning cycle (i.e. PHS and LHPS)</p> <p>TTLP recognises that our teaching staff and their leaders are critical to our success. We will support our staff to be the best they can be by valuing the work they do, by ensuring they have the highest possible standards of leadership, CPD and support. We expect our staff to provide a rich and motivating experience for our pupils through at least good and increasingly outstanding teaching to our pupils and students.</p> <p>TTLP expects Academy Schools to work together in the spirit of partnership, openness, and collegiality. We believe that sharing our strengths and challenges across our Academy Schools will ensure that they can all be successful and provide for the best possible outcomes for our pupils.</p>	<p>We will achieve this objective through:</p> <ul style="list-style-type: none"> <li>• Outstanding leadership focused on creating a culture of success, supported through robust leadership development and strong local governance.</li> <li>• Rigorous self- evaluation and school improvement planning.</li> <li>• Teaching that is at least good and increasingly outstanding, achieved through access to high quality CPD, sharing of best practice across our schools and effective appraisal plans for all our staff</li> <li>• A rich and motivating curriculum that engages our students and supports their success</li> <li>• Collaborative development of high-quality support services, whether that is for SEND, EYFS, Early Intervention, or technology to support learning</li> <li>• Quality Academy School to Academy School support and access to external support.</li> </ul> <p>Key Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Ofsted, DfE Feedback and Academy School Self Evaluation</li> <li>• Activities demonstrate effective action and improvement over time.</li> <li>• Pupil Outcomes show the progress and attainment of the majority of our pupils is in line with or exceeding national benchmarks.</li> <li>• Demonstrable progress of vulnerable groups</li> <li>• The majority of teaching is good with an increasing proportion outstanding</li> </ul>

<u>Objective 2</u>	<u>Detail</u>	<u>Achievement</u>
<p>TTLP fosters an environment in which our students and staff are safe, happy, engaged and inspired, and which contributes to the development of well rounded individuals who are prepared for the future</p>	<p>Children and young people are at the heart of everything that TTLP aims to achieve. We recognise that each child is unique, with their own strengths and talents and their own challenges.</p> <p>Our Academy Schools will focus on developing the best in each pupil, encouraging, and challenging them to succeed, and providing a positive and inspirational learning environment.</p> <p>Our Academy Schools will be inclusive and respectful and will encourage our pupils to share these values.</p> <p>Each of our Academy Schools will offer:</p> <ul style="list-style-type: none"> <li>• A broad, enriched curriculum, which takes advantage of partnership and collaboration to provide children with memorable experiences which inspire their learning.</li> <li>• An empowering culture that believes every child has the potential to achieve success.</li> <li>• A safe and stimulating environment that enables children to engage with their learning, and which has the highest regard for their well-being and personal development.</li> <li>• Effective interventions and support for vulnerable pupils, and their parents utilising the best practice across all TTLP Academy Schools.</li> <li>• Opportunities for pupils to succeed in sports, arts, citizenship, learning outside of the classroom and other activities as well as their academic achievements (progress and achievement)</li> </ul>	<p>We will achieve this objective through embedding a set of expectations for each stakeholder:</p> <p>Pupils can expect:</p> <ul style="list-style-type: none"> <li>• Learning that inspires and fosters curiosity.</li> <li>• Education that develops well rounded citizens of the future.</li> <li>• Experiences that challenge, motivate and enhance their skills, aptitude and talents.</li> <li>• High expectations that lead to high achievement and progress, so that all achieve in line with the best amongst them</li> <li>• High aspirations that foster the development of strong ambition.</li> </ul> <p>Parents can expect:</p> <ul style="list-style-type: none"> <li>• Education that meets needs and extends potential.</li> <li>• Values every child and aims to boost their confidence and self-belief.</li> <li>• Timely information about progress, attainment, and well-being.</li> <li>• Commitment to develop as active partners in their child's education.</li> <li>• Opportunities to be involved in the life of the Academy School and access to resources to help them support their child's learning and development.</li> </ul> <p>Staff can expect:</p> <ul style="list-style-type: none"> <li>• High quality leadership and management</li> <li>• Excellent CPD, coaching and mentoring</li> <li>• Peer to peer support, and good practice sharing across the MAT</li> <li>• MAT development opportunities</li> </ul>



- An environment that encourages excellence and innovation
- Wellbeing support
- A comprehensive recruitment and retention strategy that incorporates a consistent, trust wide, appraisal system and career development path

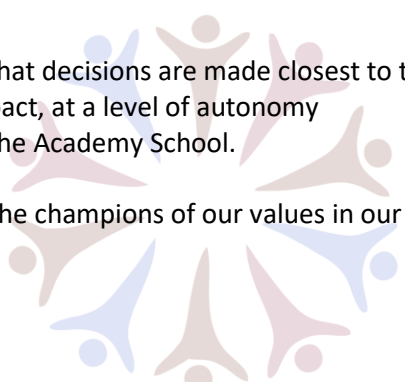
Communities can expect:

- School's that meet the needs and aspirations of the community
- A learning resource at the heart of the community
- An organisation committed to the positive development of the community

Key Performance Indicators:

- Pupils and Parent surveys show high levels of satisfaction.
- Applications for admission to our schools show a rising trend over time.
- Attendance in our schools is in line with or exceeding National averages.

The TRUE Learning  
Partnership

<u>Objective 3</u>	<u>Detail</u>	<u>Achievement</u>
<p>For Governance and Leadership at all levels to be based on best practice, robust and striving for excellence.</p>	<p>TTLP fully supports the independence and distinguishing characteristics of each of our Academy Schools. We are committed to supporting the Academy Schools within the MAT for benefit of the communities served by the Academies Schools.</p> <p>We believe successful Academy Schools are best supported by strong local governance, with Governors who know their Academy Schools well and who provide support and challenge to the Head Teacher and their senior teams.</p> <p>We will devolve Governance so that decisions are made closest to the point at which they will have impact, at a level of autonomy proportionate to the success of the Academy School.</p> <p>Our Local Governing Bodies are the champions of our values in our Academy Schools.</p>  <p>The TRUE Learning Partnership</p>	<p>We will achieve this objective through:</p> <ul style="list-style-type: none"> <li>• Having a clear Scheme of Delegation which is subject to regular consultation and review to ensure it is fit for purpose.</li> <li>• Having a robust framework for evaluating the effectiveness of our Governance arrangements at all levels.</li> <li>• Having clear expectations about the commitment, skills, competencies and conduct we expect from our Members, Trustees and Governors supported by robust recruitment and induction</li> <li>• Effective succession planning</li> <li>• Ensuring that our Governance processes are transparent and open to challenge.</li> </ul> <p>Leadership that inspires, motivates and supports our staff and students is critical to the success of our MAT. We will achieve this by having in place:</p> <ul style="list-style-type: none"> <li>• A TTLP Leadership development programme</li> <li>• Coaching and mentoring support for leaders</li> <li>• Middle leader development, including MAT wide development opportunities</li> <li>• Effective succession planning</li> </ul> <p>At all levels of Governance and leadership we expect to demonstrate skilled identification and management of the risks faced by the MAT</p> <p>Key Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Evidence of appropriate support and challenge in minutes of meetings.</li> <li>• Members, Trustees and Governors have completed a Skills and Competency Audit, and each body can</li> </ul>

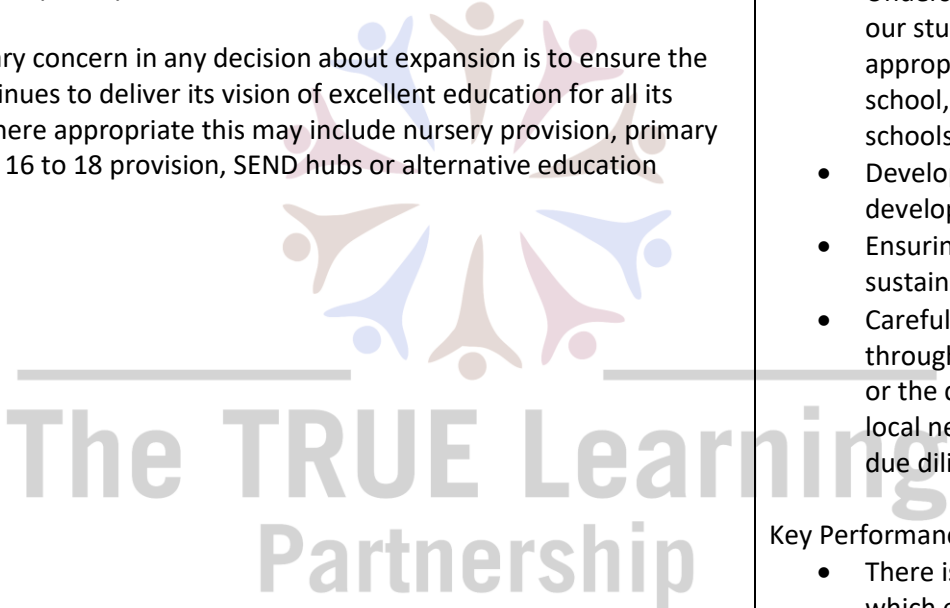
		<p>demonstrate that they have the relevant skills and experience to discharge their duties.</p> <ul style="list-style-type: none"><li>• Annual effectiveness reviews completed for the Trust Board by the Local Governing Bodies result in a rigorous and innovative improvement plan, drawing on best practice across the MAT.</li></ul>
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# The TRUE Learning Partnership



<b><u>Objective 4</u></b>	<b><u>Detail</u></b>	<b><u>Achievement</u></b>
<p>To develop our MAT as a dynamic and sustainable organisation in line with our Strategic Vision</p>	<p>The TRUE Learning Partnership will have grown from 2 to 5 schools between December 2018 and December 2020.</p> <p>The Board of Trustees recognises that it is in the strategic interest of the MAT to consolidate during 2021, ensuring that we have a robust infrastructure in place to support our schools and their students, that we review and develop key intervention strategies, and that any future growth is carefully managed to ensure that educational, governance and financial probity is sustained.</p> <p>Our primary concern in any decision about expansion is to ensure the MAT continues to deliver its vision of excellent education for all its pupils. Where appropriate this may include nursery provision, primary provision, 16 to 18 provision, SEND hubs or alternative education provision.</p> 	<p>We will achieve this objective through:</p> <ul style="list-style-type: none"> <li>• Building a strong infrastructure including reviewing the roles and responsibilities of central staff</li> <li>• Having in place a systematic programme of school to school support</li> <li>• Having a comprehensive strategy for the development of teaching and learning linked to our key values and ethos</li> <li>• Understanding the needs and future aspirations of our students and communities and developing appropriate services with a particular focus on pre-school, 16 – 19 provision, SEND provision in our schools, and alternative provision pathways</li> <li>• Developing partnerships that will support our development and the delivery of our vision</li> <li>• Ensuring the Trust has the capacity to deliver sustained improvement and potential growth</li> <li>• Careful consideration of future growth, either through the joining of existing schools, expansion, or the development of new schools in response to local need, in line with the guiding principles and due diligence set out in Due Diligence Framework</li> </ul> <p>Key Performance Indicators:</p> <ul style="list-style-type: none"> <li>• There is a robust due diligence process in place which ensures capacity within the MAT to sustain existing schools, support new schools and that there is management capacity to deliver sustained improvement in all our schools</li> <li>• Schools admitted into the MAT only when they successfully meet the requirements of our strategic plan</li> <li>• Annual analysis of the needs and aspirations of our students and community</li> </ul>

<u>Objective 5</u>	<u>Detail</u>	<u>Achievement</u>
<p>TTLP to have robust and sustainable finances that support our Academy Schools to be the best they can be.</p>	<p>TTLP is responsible for the proper stewardship of the public funds it receives, including regularity and propriety, and for ensuring economy, efficiency and effectiveness in their use – the three key elements of value for money.</p> <p>Our Academy Schools need robust and sustainable finances to deliver our vision of memorable and inspiring education in which children can be the best they can be and achieve in line with the best amongst them.</p>  <p>The TRUE Learning Partnership</p>	<p>We will achieve this objective through:</p> <ul style="list-style-type: none"> <li>• Developing financially intelligent Academy Schools who: <ul style="list-style-type: none"> <li>○ Have a sound financial strategy</li> <li>○ Evidence good value for money</li> <li>○ Develop and maintain robust procurement and financial systems</li> <li>○ Take advantage of efficiencies through collective procurement and collaboration</li> <li>○ Align their development plans with available resources</li> <li>○ Build reserves through efficiency saving, lean operational management, income generation, and effective bidding for alternative funding to enable them to provide curriculum enrichment</li> </ul> </li> <li>• Developing an efficient and effective infrastructure that provides our schools with the support they need whilst keeping our central services fee at no more than 4% of school budgets.</li> <li>• Having strong financial Governance, compliant with the principles and regulations of the Academies Financial Handbook.</li> <li>• Having a robust Risk Management Strategy, supported by a rigorous financial scheme of delegation and reporting mechanisms.</li> </ul> <p>Key Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Individual Schools demonstrate balanced budgets over a three-year period and/or have robust plans in place to achieve a positive balance.</li> <li>• TTLP is able to build a reserve that allows the trust to support innovation and collaboration as well as mitigate against unforeseen financial requirements.</li> </ul>

		<ul style="list-style-type: none"><li>• TTLP is able to evidence income generation from grant or other alternate sources of funding, consistent with the Trust's vision, including for Capital Projects.</li></ul>
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# The TRUE Learning Partnership

### 2021-22 Specific Focus Areas within the 2021-24 Strategic Plan

As part of The TRUE Learning Partnership's 3-year strategic planning, it is important to remain responsive to the annual demands of educational leadership. Each year, as part of our strategic planning, the subcommittees of the board, and the individual partner schools will identify this yearly key focus areas. These focus areas will be presented to the Board of Trustees and the Members at the Annual General Meeting in December of each year.

The TRUE Learning Partnership Trust Board is supported by the following sub-committees:

1. Finance, Audit and Risk
2. Standards and Curriculum
3. Human and Physical Resources


Each sub-committee has identified three key priorities for their work and measurable success over 2021-22. These priorities are detailed below.

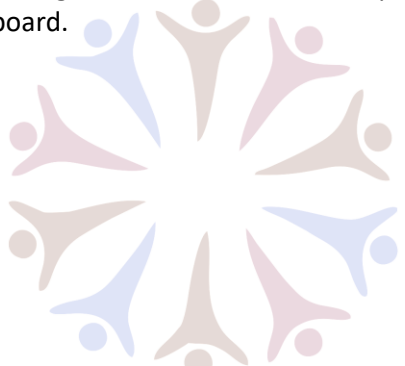
The TRUE Learning Partnership is made up of the following school partners:


1. Poynton High School
2. Lostock Hall Primary School
3. Disley Primary School
4. Hague Bar Primary School
5. Glossopdale School

Each school has identified key school improvement priorities for 2021-22 as detailed below.

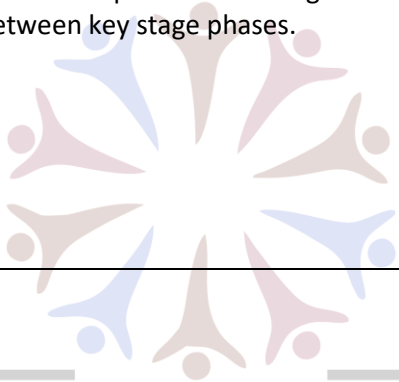


<b><u>Finance Audit and Risk</u></b>	<b><u>Detail</u></b>	<b><u>Achievement</u></b>
<p>Priority 1:</p> <p>Successful integration of all schools into TTLP with robust, secure and sustainable financial monitoring and transactional systems.</p>	<p>TTLP is expanding from 2 schools to 5 schools within 2 years of opening. This presents capacity challenges and security of audit challenges. It is vital that we ensure that the good practice embedded while two schools is successfully established across all 5 schools and their geographical areas</p> 	<p>We will achieve this objective through:</p> <ul style="list-style-type: none"> <li>• Appointment of additional capacity through TCaF2 successful application</li> <li>• Rollout of HCSS Access financial platform to support each school with associated training plan</li> <li>• Secure additional HCSS Access support through consultancy arrangement</li> <li>• Monthly management accounts for all 5 schools produced and distributed as per financial arrangements</li> </ul> <p>Key Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Successful TCaF2 application and associated grant expenditure</li> <li>• Successful internal audit findings throughout 2020-21</li> <li>• Positive feedback from each individual school finance officers</li> <li>• Limited management letter findings on annual accounts</li> </ul>
<p>Priority 2:</p> <p>Internal and external audit</p>	<p>As per the Academies Financial Handbook 2020 TTLP must move to the separation of both internal and external audit. The Trust Board have approved Lighthouse Financials as the internal auditor for 2020-21 and Haines Watts as the external auditor for 2020-21.</p>	<p>We will achieve this objective through:</p> <ul style="list-style-type: none"> <li>• Appointment of internal auditors</li> <li>• Appointment of external auditors</li> <li>• Alignment of Scheme of Delegation, Operations Manual and Financial Procedures Manual</li> <li>• CFO to take lead over external audit; Financial Controller to take lead of internal audit</li> <li>• Additional capacity secured to support audit compliance at both Glossopdale and Hague Bar through successful TCaF2 application</li> </ul> <p>Key Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Accounts formally accepted and signed off</li> <li>• Internal audit monitoring reports with no material findings.</li> </ul>

		<ul style="list-style-type: none"> <li>• Limited management letter findings on annual accounts</li> <li>• TCaF2 associated grant expenditure approved</li> </ul>
<p>Priority 3:</p> <p>In-year balanced budgets in all schools through ICFP led efficiency savings and benchmarked analysis for staffing KPIs.</p>	<p>All schools within the trust must seek to establish an in-year surplus financial position. In order to achieve this, and to ensure that all strategic decisions are rooted in good practice, a system of ICFP (Integrated Curriculum Financial Planning) is required. Throughout 2020-21 a system of KPI benchmarking will be established and reported to the FAR committee and trust board.</p> 	<p>We will achieve this objective through:</p> <ul style="list-style-type: none"> <li>• Development of a KPI Dashboard for reporting to FAR committee and trust board</li> <li>• Head Teacher training on ICFP rolled out across the trust</li> <li>• Formal response to SMRA report established with an associated action plan</li> <li>• CEO support for restructures and staffing design and levels</li> </ul> <p>Key Performance Indicators:</p> <ul style="list-style-type: none"> <li>• In-year balanced budgets established in all schools from Sept 2021 onwards</li> <li>• Deficit repayment plan established for 2020-21 in-year deficit positions</li> <li>• All SMRA actions and recommendations established and responded to</li> <li>• Increased reserves position in each school and in central services</li> </ul>

<u>Standards and Curriculum</u>	<u>Detail</u>	<u>Achievement</u>
<p>Priority 1:</p> <p>Performance of disadvantaged learners (progress, attainment, attendance, and participation)</p>	<p>The progress of disadvantaged learners is a key benchmark for success of any organisation. This remains a key focus across all trust schools and includes their attainment, progress, attendance and participation. Alongside this, the development of key pedagogical techniques to engage disadvantaged learners is a key area for T&amp;L improvement.</p> 	<p>We will achieve this objective through:</p> <ul style="list-style-type: none"> <li>● Pupil premium reviews of expenditure in every school</li> <li>● External review of PP spend by School Improvement Liverpool at GS and PHS</li> <li>● Further roll out of the EEF Metacognition Toolkit across all schools</li> <li>● PP champions working collaboratively across the trust</li> </ul> <p>Key Performance Indicators:</p> <ul style="list-style-type: none"> <li>● Improved progress of PP learners at both KS2 and KS4</li> <li>● Improved attainment of PP learners at both KS2 and KS4</li> <li>● Improved attendance of PP learners at both KS2 and KS4</li> <li>● Improved participation of PP learners across all key stages in all schools</li> </ul>
<p>Priority 2:</p> <p>Inspection readiness and outcomes with specific focus on Glossopdale, Lostock Hall Primary and Poynton High; all likely to receive a section 5 or 8 inspection in 2021.</p>	<p>There is particular risk of Poynton High School, Lostock Hall Primary School and Glossopdale School receiving an Ofsted inspection once they resume after Easter 2021. It is likely that such a “window of risk” is from September 2021 onwards, with Glossopdale School essentially moving to a Section 8 due to its conversion and previous school historic inspection removal. Following Covid-19 focus, there is a need to re-skills all leaders and curriculum leads under the current inspection framework.</p>	<p>We will achieve this objective through:</p> <ul style="list-style-type: none"> <li>● Engagement with School Improvement Liverpool for Senior and Middle leadership support for inspection readiness</li> <li>● Development of robust and clearly articulated curriculum intents across all schools, at all levels, at all key stages.</li> <li>● Ofsted inspection readiness action plans established in PHS, GS and LHPS and shared across DPS and HBPS</li> </ul> <p>Key Performance Indicators:</p> <ul style="list-style-type: none"> <li>● CPD established and completed</li> <li>● All curriculum intent documents published on school website; website compliance</li> </ul>

		<ul style="list-style-type: none"> <li>• Successful (Good or better) inspection outcomes as and when an inspection occurs</li> <li>• Positive feedback reports from School Improvement Liverpool</li> </ul>
<p>Priority 3:</p> <p>Progress between Key Stage 2 and Key Stage 3 transition with specific focus on seamless curriculum mapping.</p>	<p>TTLP’s vision of “One phase of learning, One phase of care, One phase of support” is more readily achievable through KS2 to KS3 curriculum transition. Throughout 2020-21 there will be a key focus on ensuring a seamless curriculum transition between primary phase and secondary phase in order to support the continued “speed” of learning for all students making the transition between key stage phases.</p>	<p>We will achieve this objective through:</p> <ul style="list-style-type: none"> <li>• Establish curriculum working parties in Maths, Science, Foundation, English</li> <li>• Ensure that KS3 staff are able to be a part of KS2 teacher assessment discussions</li> <li>• Facilitated KS2-KS3 professional dialogue</li> <li>• Further development of the curriculum passport</li> </ul> <p>Key Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Working parties established and have met at least 3 times through 2020-21</li> <li>• Transition passport established in 3 subject areas (maths, science and English)</li> <li>• Successful moderation of KS2 Teacher Assessments</li> </ul>

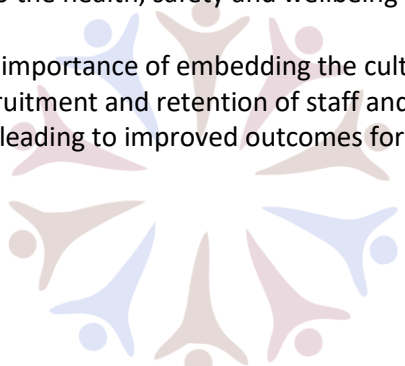


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<u>Human and Physical Resources</u>	<u>Detail</u>	<u>Achievement</u>
<p>Priority 1:</p> <p>Continuity of support and challenge to Academy Schools throughout 2021 transition process and successful recruitment of permanent CEO from Sept 2021 onwards.</p>	<ul style="list-style-type: none"> <li>• Support given to Glossopdale, Disley and Hague Bar to ensure integration into Trust is achieved as smoothly and quickly as possible</li> <li>• Ongoing support to PHS and LHP</li> <li>• Successful recruitment of CEO</li> </ul>	<p>We will achieve this objective through:</p> <ul style="list-style-type: none"> <li>• Regular contact and reviews with schools</li> <li>• Regular updates from link Trustees</li> <li>• Escalation of any issues to full Trust Board</li> <li>• Working with and holding to account group set up to deliver recruitment of permanent CEO</li> </ul> <p>Key Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Positive feedback from schools about improved visibility of, and support from the Trust</li> <li>• Ongoing development of mutual trust between Trust and partner schools</li> <li>• Recruitment of CEO on time and to budget</li> </ul>
<p>Priority 2:</p> <p>Successful completion of 2020 £1.1M CIF project in addition to successful 2021 application and project completion.</p>	<ul style="list-style-type: none"> <li>• Window replacement scheme for PHS and LHP approved and costed</li> <li>• Fire safety compliance works have been refused which is a serious concern for PHS - circa £450k</li> </ul>	<ul style="list-style-type: none"> <li>• Tender projects</li> <li>• Appointment of contractor</li> <li>• Scheme completion</li> </ul> <p>Key Performance Indicators:</p> <ul style="list-style-type: none"> <li>• CIF Bid approved</li> <li>• Approval of contractor</li> <li>• Regular contractor updates</li> </ul>
<p>Priority 3:</p> <p>Embedding TTLP trust wide H&amp;S compliance monitoring and response systems through our Every Compliance Framework and in partnership with Compliance UK H&amp;S partners.</p>	<ul style="list-style-type: none"> <li>• TTLP is responsible for the H&amp;S compliance of all schools in the Trust. To monitor this each academy will utilise the Every Compliance system to provide a clear overview.</li> <li>• Compliance H&amp;S will undertake a H&amp;S audit in each academy annually and provide support for all H&amp;S requirements.</li> <li>• The Trust will work with Compliance H&amp;S to establish a pass mark for the annual H&amp;S audits. This will then form a KPI for the Human and Physical Resources Committee to review.</li> <li>• The Trust will work with Every Compliance to establish a TTLP rag rating along with highlighted high importance items to establish a KPI.</li> </ul>	<p>We will achieve this objective through:</p> <ul style="list-style-type: none"> <li>• Full engagement in Every Compliance by each academy</li> <li>• Regular reviews by the Human and Physical Resources Committee to understand what support is needed to ensure full compliance across all academies</li> <li>• Key members of Human and Physical Resources Committee undertaking educare course on managing H&amp;S in schools</li> <li>• COO to present to Human and Physical Resourced Committee twice per year to explain challenges faced and upcoming changes to H&amp;S.</li> </ul>

		<ul style="list-style-type: none"> <li>• Annual review of accident stats and RIDDOR reports for each academy</li> </ul> <p>Key Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Number of RIDDOR reports across all academies</li> <li>• Number of serious incidents across all academies</li> <li>• Health and Safety Audit</li> <li>• Every Compliance</li> </ul>
<p>Priority 4:</p> <p>Embedding a culture and health and wellbeing for a sustainable and successful workforce.</p>	<ul style="list-style-type: none"> <li>• The Trust is committed to the health, safety and wellbeing of all its staff</li> <li>• The Trust recognises the importance of embedding the culture as an aid to both the recruitment and retention of staff and improving performance, leading to improved outcomes for students</li> </ul>  <p>The TRUE Learning Partnership</p>	<p>We will achieve this objective through:</p> <ul style="list-style-type: none"> <li>• Completion of NGA wellbeing audit across the Trust with a specific focus on leadership</li> <li>• Development of a Trust-wide action plan based on the findings, including specific plans for schools</li> <li>• Raising awareness of EAP by use of promotional materials</li> <li>• Delivering well-being training for middle leaders</li> <li>• Completing the HSE staff survey</li> </ul> <p>Key Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Audit findings and high-level plan presented to Trust Board at March 2021 meeting</li> <li>• Detailed action plans developed by end Spring term</li> <li>• Reduction in staff absenteeism</li> <li>• Training delivered during 2<sup>nd</sup> half of Summer term</li> <li>• HSE survey completed by year end</li> <li>• Staff feedback</li> </ul>

## Glossopdale School Priorities 2021

### Culture

Priorities:

- To re-establish routines and relationships that promote student self-regulation and maximise learning
- To deliver a personal development programme that builds strong values, learning habits and character traits in all of our students to ensure they become successful independent learners
- To improve attendance, particularly of vulnerable students
- To engage all parents in effectively supporting their child's learning

### Teaching and Learning

Priorities:

- To ensure learning in every lesson is embedded in the long term through thoughtful curriculum design and skilful curriculum implementation
- To develop effective assessment design in order to precisely evaluate students' knowledge, using assessment information to adapt classroom teaching
- To develop effective remote learning and feedback strategies to engage and support all students
- Quality First Teaching remains our biggest priority and lever for improvement

### Staff well-being and development

Priorities:

- To provide opportunities for effective, evidence informed CPD on T&L, behaviour and individual staff needs
- To support managing the workload for teaching staff in order to focus on planning effective lessons, assessment and feedback
- To further promote the sharing of best practice, developing strong teams and networks of confident and contented staff

<u>Key School Improvement Area: Glossopdale</u>	<u>TTLP Support</u>
Quality of Governance	<ul style="list-style-type: none"> <li>- Appointment of National Leader of Education as seconded CEO</li> <li>- Fully reconstituted governing body</li> <li>- Establish the TTLP Governance Quality Assurance Framework</li> <li>- Appointment of both Karen Tomlinson (Chair of Trust) and David Waugh (CEO) as substantive governors on the board of governance of Glossopdale School</li> <li>- Liverpool School Improvement will lead on an ex HMI commissioned external review of the quality of governance and subsequent improvement action plan will be established</li> </ul>
Quality of Leadership & Management	<ul style="list-style-type: none"> <li>- Appointment of National Leader of Education as seconded CEO</li> <li>- Securing of substantive head teacher for Glossopdale School. Please note, the current head teacher is on a temporary secondment arrangement from New Mills School. We have secured her permanent appointment from 1<sup>st</sup> December 2020 onwards as the "Executive Head Teacher of Glossopdale School".</li> <li>- Liverpool School Improvement will lead on monthly visits to the school, for full days, focussed on the improvement of the quality of leadership and management. This is commissioned specifically with ex HMI and will specifically focus on the following areas:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Safeguarding</li> <li>○ Quality and impact of middle leadership</li> <li>○ Quality and impact of senior leadership</li> <li>○ Readiness for full Section 5 Ofsted Inspection</li> <li>- Full possible restructure of SLT currently being considered</li> <li>- Secured additional member of wider SLT team (Associate Assistant Head Teachers) in two areas: <ul style="list-style-type: none"> <li>○ Alternative Provision</li> <li>○ Special Educational Needs and Inclusion</li> </ul> </li> <li>- TTLP SMRA deployment to support finance and asset leadership and management</li> <li>- TTLP Director of IT and Network deployment to support response to remote learning and Tier 2/3 planning</li> </ul>
Quality of Education	<ul style="list-style-type: none"> <li>- Appointment of NLE as seconded CEO of TTLP</li> <li>- TTLP Executive Director of Learning deployment in mathematics (secured and in place); based at Glossopdale full time. Focus on CPD, performance improvement plans, curriculum enhancement.</li> <li>- TTLP Executive Director of Learning deployment in Science. Focus on CPD, performance improvement plans, curriculum enhancement.</li> <li>- Securing of specialist physics teaching, supported from PHS deployment/redeployment</li> <li>- TTLP Executive Director of Learning deployment in Humanities. Focus on CPD, performance improvement plans, curriculum enhancement</li> <li>- Liverpool School Improvement Services will lead on monthly visits for “Curriculum Reviews” to assess the quality of education as part of the TTLP designed quality assurance framework. These ‘curriculum reviews’ will focus on curriculum planning, sequencing, challenge, teacher subject knowledge, assessment design etc., and establish individual support plans for staff as part of the deep dive findings and associated action plan.</li> </ul>
Alternative Provision and Curriculum	<ul style="list-style-type: none"> <li>- TTLP appointed Associate Assistant Head Teacher for Alternative Provision</li> <li>- A key role focussed on reaching the most disaffected young people who require alternative curriculum and some access to more appropriate alternative provision. This work is fully quality assured through the existing TTLP G8Way AP project, in conjunction with Poynton High and Wilmslow High.</li> <li>- The framework of this provision has previously been cited as good practice by Ofsted as part of Wilmslow High Section 5 inspection</li> <li>- Key area of focus on pupil premium cohort within this group of students</li> </ul>
Pupil Premium and SEND	<ul style="list-style-type: none"> <li>- GS appointed Associate Assistant Head Teacher for SEND and Inclusion</li> <li>- A key role in engaging a key cohort of young people for significant improvement. This role has been in situ since 1<sup>st</sup> September 2020</li> <li>- Liverpool School Improvement Services to lead on ½ day per month focus on Pupil Premium school improvement strategies.</li> </ul>
	<p>Further Liverpool School Improvement Services supporting Glossopdale School include ½ day month on mentoring for the Executive Head Teacher. Summary of support from Liverpool School Improvement Services for Glossopdale School specifically:</p> <ul style="list-style-type: none"> <li>- 1 day per month ex HMI focus on Quality of Leadership and Management</li> <li>- 1 day per month ex HMI focus on Curriculum Planning</li> <li>- ½ day per month ex HMI focus on Pupil Premium</li> <li>- ½ day per month ex HMI focus on coaching for Exec Head Teacher</li> <li>- 1 day per month still to be allocated as per the finalised School Improvement plan needs.</li> <li>- Overall, 1 day on site per week with ex HMI deployment.</li> </ul>

## Poynton High School Priorities 2021

### Teaching and Learning

#### Priorities:

- To ensure learning in every lesson is embedded in the long-term memory through thoughtful curriculum design and skilful curriculum implementation
- To develop effective assessment design in order to precisely evaluate students' knowledge, using assessment information to adapt classroom teaching
- To develop effective remote learning and feedback strategies to engage and support all students
- Quality First Teaching continues to be our fundamental aim and our biggest lever for improvement

### Culture

#### Priorities:

- To further improve the attendance, punctuality, and participation of our Pupil Premium students
- To further improve the quality, rate, and uptake of successful progression routes of our Pupil Premium students
- To ensure that learning in every lesson, for our Pupil Premium students, is embedded in their long-term memory through effective use of memory retrieval and interleaving pedagogical strategies.
- To further improve the parent and carer engagement of our Pupil Premium students
- To further develop and embed an effective Parental and Carer engagement and participation strategy

### Staff well-being and development

#### Priorities:

- To provide opportunities for effective, evidence informed CPD on T&L, behaviour and individual staff needs
- To provide opportunities for leadership CPD through NPQ programme roll-out
- To support managing the workload for teaching staff in order to focus on planning effective lessons, assessment and feedback
- To further promote the sharing of best practice, developing strong teams and networks of confident and contented staff

<b>Key School Improvement</b> <b>Area: Poynton</b>	<b>TTLP Support</b>
Quality of Education	<ul style="list-style-type: none"><li>- Appointment of NLE as seconded CEO of TTLP</li><li>- TTLP Executive Director of Learning deployment in mathematics (based at Glossopdale) to support understanding of PHS Mathematics Team best practice; set up of subject networks</li><li>- TTLP Executive Director of Learning deployment in Science. Focus on Curriculum Passport (KS2 – KS3)</li><li>- TTLP Executive Director of Learning deployment in English. Focus on literacy, language acquisition and embedded T&amp;L strategies</li><li>- TTLP Executive Director of Learning deployment in Humanities. Focus on CPD, performance improvement plans, curriculum enhancement</li><li>- Liverpool School Improvement Services will lead on half termly visits for “Curriculum Reviews” to assess the quality of education as part of the TTLP designed quality assurance framework. These ‘curriculum reviews’ will focus on curriculum planning, sequencing, challenge, teacher subject knowledge, assessment design etc., and establish individual support plans for staff as part of the deep dive findings and associated action plan.</li></ul>

Quality of Governance	<ul style="list-style-type: none"> <li>- Establish the TTLP Governance Quality Assurance Framework; established and in operation</li> <li>- Support for the seeking of being accredited with a Quality of Governance Quality Benchmark</li> <li>- Liverpool School Improvement will lead on an ex HMI commissioned external review of the quality of governance and subsequent improvement action plan will be established</li> </ul>
Quality of Leadership & Management	<ul style="list-style-type: none"> <li>- Appointment of National Leader of Education as seconded CEO</li> <li>- New head teacher to be mentored by the new CEO and also to have established an external independent coach</li> <li>- Liverpool School Improvement will lead on half termly visit to the school, for full days, focussed on the improvement of the quality of leadership and management. This is commissioned specifically with ex HMI and will specifically focus on the following areas: <ul style="list-style-type: none"> <li>o Safeguarding</li> <li>o Quality and impact of middle leadership</li> <li>o Quality and impact of senior leadership</li> <li>o Readiness for full Section 5 Ofsted Inspection</li> </ul> </li> <li>- TTLP SMRA deployment to support finance and asset leadership and management</li> <li>- TTLP commissioned NPQ frameworks to be rolled out across the school (NPQML, NPQSL)</li> </ul>
Pupil Premium	<ul style="list-style-type: none"> <li>- Establish PP Network across TTLP</li> <li>- Liverpool School Improvement Services to lead on ½ day per month focus on Pupil Premium school improvement strategies.</li> </ul>



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**The TRUE Learning**  
**Partnership**

## Lostock Hall Primary School Priorities 2021

### Curriculum Standards and welfare

Priorities:

- Secure high attainment and progress in reading in EYFS - KS2.
- Continue to develop and deepen the wider creative curriculum with each subject leader strengthening and deepening their roles and understanding.

### Community (Staffing)

Priorities:

- Continue to modernise internal and external school environment (for example, reduce environmental impact of school building)
- Further improve the promotion of Community Cohesion (links with UK and beyond schools). Make children aware of the Diversity within the UK and the further promotion of British Values.
- Use Objective Self-Assessment systems to analyse and inform School Improvement.

### Finance

Priorities:

- Continue to modernise and Improve internal and external Learning environment (Increasing numbers of children)
- Upgrade IT provision

<u>Key School Improvement</u> <u>Area: LHPS</u>	<u>TTLP Support</u>
Secure high attainment and progress in reading in EYFS-KS2.	<ul style="list-style-type: none"> <li>- Support for remote learning offer through Century Tech Artificial Intelligent Learning Package and Google Classroom CPD partnership</li> <li>- Support for the appointment of a primary phase “Executive Director of School Improvement: Literacy”</li> <li>- Access to the Executive Director of School Improvement team</li> </ul>
Continue to develop and deepen the wider creative curriculum <b>(Subject Leads to Strengthen and deepen their roles)</b>	<ul style="list-style-type: none"> <li>- Support and development for primary subject leaders</li> <li>- Access to TTLP NPQ training programmes</li> <li>- Subject transition working parties set up and working across the trust to support KS2 – KS3 transition, i.e. Curriculum Passport</li> <li>- “Curriculum Reviews” to assess the quality of education as part of the TTLP designed quality assurance framework. These ‘curriculum reviews’ will focus on curriculum planning, sequencing, challenge, teacher subject knowledge, assessment design etc., and establish individual support plans for staff as part of the deep dive findings and associated action plan.</li> </ul>
Continue to modernise and Improve internal and external Learning environment  Increasing numbers of children  Reduce environmental impact of school building	<ul style="list-style-type: none"> <li>- Support for teacher recruitment through full HR and Personnel service</li> <li>- TTLP procured HR support package (external provider)</li> <li>- Support for remodelling internal classroom layout</li> <li>- Full CIF support package</li> <li>- Roll out and embedding of Every Compliance System</li> <li>- CIF (Replacement roof, replacement boiler/heating system/convert to Gas fired heating)</li> <li>- Support procurement (Broadband provider, IT equipment, network management, strategic support)</li> </ul>

## Hague Bar Primary School Priorities 2021

### Curriculum & Assessment

Priorities:

- To develop and finalise a revised connected curriculum which reflects Hague Bar Primary School's intent.
- Secure replacement assessment recording and procedures to reflect 'working without levels'.
- For the most-able mathematicians to be suitably challenged.
- For KS2 children to write regularly at length, developing stamina whilst ensuring consistent quality from start to finish.

### Staffing

Priorities:

- Promote stability within the staff and where change is anticipated introduce a phased hand over or planned succession.
- Appropriately allocate curriculum responsibilities to staff members which reflect their career maturity and expertise/interest. To train each suitably for Ofsted scrutiny.
- Promote a pedagogy of positive whole-child development via Quality First Teaching.
- Maintain Forest School provision for the whole school (wider curriculum) and extend specialist music provision.

### Resources

Priorities:

- Replace decommissioned netbooks with Chromebooks.
- Improve the IT infrastructure.
- Provide staff with more current hardware.
- Move unused equipment to an area of need. (Woodland room -> Hall)

<u>Key School Improvement</u> <u>Area: HBPS</u>	<u>TTLP Support</u>
To develop and finalise a revised connected curriculum which reflects Hague Bar Primary School's intent.	<ul style="list-style-type: none"> <li>- Sharing of TTLP Primary Schools curriculum planning.</li> <li>- Connection with TTLP subject leads across both KS1 and KS2 and also to support KS2 to KS3 transition</li> </ul>
Secure replacement assessment recording and procedures to reflect 'working without levels'	<ul style="list-style-type: none"> <li>- Introduction of Century Tech platform across all TTLP schools to support remote learning package and options</li> <li>- Advice and having good practice from TTLP primary school network</li> </ul>
Improve the IT infrastructure.	<ul style="list-style-type: none"> <li>- Advice and support from Director of IT Network and Operations</li> </ul>
Maintain or increase NOR.	<ul style="list-style-type: none"> <li>- CIF improvements across school</li> <li>- Future CIF or advice and support for securing parent parking, i.e. safeguarding of site</li> </ul>
SENCO support	<ul style="list-style-type: none"> <li>- TTLP/PHS lead to support HBPS SENCO provision</li> </ul>



## Disley Primary School Priorities 2021

### Quality of Education

Priorities:

- To maintain a consistently high profile of reading through exposure to high quality texts and a daily guided reading session across KS1 and KS2 in order to provide access to a rich vocabulary base.
- To introduce “The Write Stuff” as a structured writing scheme across KS1 and KS2
- To embed the progression of skills across the school in Foundation Subjects

### Finance and Premises

Priorities:

- To improve internal and external IT provision through upgrading of IT suite and procurement of new broadband provider
- To improve the structure of the building as part of the rolling programme ie. roof and windows

### Leadership and Management

Priorities:

- To implement a thorough, progressive and structured Home Learning programme that works alongside and is linked to teaching in school
- For Senior Leaders and Subject Leaders to monitor teaching and learning to evaluate the impact of the Recovery Curriculum and implement effective intervention programmes across the school
- To offer CPD opportunities through the MAT in order to facilitate opportunities for all staff to develop professionally to support succession planning

<u>Key School Improvement Area: DPS</u>	<u>TTLP Support</u>
<p>To maintain a consistently high profile of reading through exposure to high quality texts and a daily guided reading session across KS1 and KS2 in order to provide access to a rich vocabulary base.</p> <p>To introduce “The Write Stuff” as a structured writing scheme across KS1 and KS2</p> <p>To embed the progression of skills across the school in Foundation Subjects</p>	<ul style="list-style-type: none"> <li>- Support for the appointment of a primary phase “Executive Director of School Improvement: Literacy”</li> <li>- Access to the Executive Director of School Improvement team</li> <li>- Effective liaison with other primary schools in TTLP to share good practice</li> </ul>
<p>To improve internal and external IT provision through upgrading of IT suite and procurement of new broadband provider</p> <p>To improve the structure of the building as part of the rolling programme ie. roof and windows</p>	<ul style="list-style-type: none"> <li>- Support procurement (Broadband provider, IT equipment, network management, strategic support)</li> <li>- CIF (Replacement roof and last phase of windows)</li> </ul>
<p>To implement a thorough, progressive and structured Home Learning programme that works alongside and is linked to teaching in school</p>	<ul style="list-style-type: none"> <li>- Support for remote learning offer through Century Tech Artificial Intelligent Learning Package and Google Classroom CPD partnership</li> </ul>

<p>For Senior Leaders and Subject Leaders to monitor teaching and learning to evaluate the impact of the Recovery Curriculum and implement effective intervention programmes across the school</p>	<ul style="list-style-type: none"> <li>- Support and development for primary subject leaders</li> <li>- Subject transition working parties set up and working across the trust to support KS2 – KS3 transition, i.e. Curriculum Passport</li> </ul>
<p>To offer CPD opportunities through the MAT in order to facilitate opportunities for all staff to develop professionally to support succession planning</p>	<ul style="list-style-type: none"> <li>- Access to TTLP NPQ training programmes through OLP</li> <li>- Access to Educare training for Safeguarding, First Aid and Health and Safety</li> </ul>




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# The TRUE Learning Partnership