

The Learning Village Academy Trust

Strategy Document

January 2018



Contents

1. Foreword - Chair of The Learning Village Academy Trust
2. Introduction - CEO
3. Vision
4. Strategic Development Plan:
 - Overall Objectives
 - Leadership & Governance
 - Central services
 - Academy teaching and learning standards and expectations.
5. Key Performance indicators
6. The Learning Village Strategic Plan: A 3 Year Priority Map 2018-2021

Forward

Welcome and thank you for taking the time to read about our vision for The Learning Village Academy Trust.

I am delighted to present the first Strategic Development Plan for the Trust which sets out our priorities and objectives for the next 2–3 years.

The overarching aim for the Trust is to create academies that provide an environment which is welcoming, caring, calm, disciplined and purposeful and which, within a caring ethos which will stretch our young people academically, support them pastorally and help them develop socially to be 21st century citizens we are proud of.

As a Board, our responsibility is for the strategic direction of the Trust. We see collaboration as the key to building a strong and confident Trust. Our structures and processes will continue to evolve to support and develop the Trust to benefit all our students and staff. We believe in allowing each Academy to retain its own distinct voice and identity, supporting all with efficient and effective Central Services and expertise.

All our Academies are focused and innovative with Academy Improvement Practices sharing best practice and developing deep partnerships that will embed consistent levels of student outcomes and ensure progress. We believe passionately that education, at every stage of the student journey, is about the development and nurture of the whole child.

The environment of the Trust is designed to encourage creativity, physical excellence and academic achievement so that the children are ready to take their place in the world and bring their contribution to society.

We hope the following pages give you a flavour of who we are and what we're aiming to do over next 2-3 years. Should you require any further information or wish to arrange a visit to The Learning Village Academy Trust our contact details are available on the website.

Adam Mitton.
Chair of Trust Board

Introduction

I am very pleased to introduce The Learning Village Academy Trust Strategic Development Plan 2018-2021.

This plan sets out our strategic objectives over this 3 year period including our priorities and growth plan during this time.

The Board's vision is to develop a high performing Multi Academy Trust that delivers the very best educational experience for pupils from 3 – 16 years and beyond, if the opportunity arises (currently 3-11 provision). This document sets out how we will grow, develop, support and improve our Academies across a geographical area including Stoke on Trent, Staffordshire, East Cheshire, Derbyshire; approx. 45 min journey from Stoke-on-Trent with a clear focus on raising standards, encouraging innovation and strengthening the ethos of the Trust to ensure that we have a positive impact on all the young people within the Trust.

Our vision is that the Academies, supported by the Trust, will provide an environment which is welcoming, caring, calm, disciplined and purposeful and which will stretch our young people academically, support them pastorally and help them develop socially and spiritually.

Greenways Primary Academy, is also recognised by the DfE as an Academy Sponsor. This means that through the Trust, we are held accountable for sponsored academies that join us to ensure improvement in outcomes and taking responsibility for their performance and financial arrangements. Greenways Primary Academy is also a National Support Academy, myself a National Leader of Education.

The Learning Village Academy Trust is supported by a strong Trust Board who provide effective support and the challenge required to ensure that we build on our track record of excellence to provide strategic partnerships to improve quality, share best practice, operate effectively and efficiently. We have a cost-effective organisation and a business model that delivers efficiency, so that all our students benefit from enhanced resources created by effective economies of scale.

Christine Dean
Executive Headteacher/CEO
National Leader of Education.

Our Vision

Imagine a safe, stimulating environment, ringing with the sound of children's laughter. Watch as they enjoy the challenge of new experiences and listen in as they pose questions and solve exciting problems, with developing skill. Observe confident, reflective and playful learners who possess the self-belief and knowledge that enables them to take risks.



Admire the high levels of academic, sporting and artistic achievement, as everyone strives to be the best that they can be. Notice how the needs, interests and talents of all are valued and supported. Join us, in celebrating success at every level, as all learners discover and develop their own passions, potential and individuality.



Hear the buzz of enthusiastic talk, generated by people of all ages learning from each other through an exciting, creative curriculum, encompassing new technologies. See how learning extends beyond the academy gates, to embrace the outdoors and wider community.



Notice the exemplary behaviour, as learners assume responsibility for making choices and consider how their actions affect others. Watch as they are empowered to rise to any challenges in the future.



Enjoy the security and the harmony of a group of people who work together, nurture and care for each other. Sense their respect for people from different backgrounds and cultures, for society and the natural world.

Sense everyone's pride in themselves, each other and their academy.



This is Our Trust a place where everyone has PRIDE ~
Personal Responsibility in Developing Excellence

Strategic Development Plan

- As a Multi Academy Trust we have clear strategic aims to further develop and grow our Multi Academy Trust:
- To improve educational standards and provision -all Academies to be graded as Good or better in Section 5 inspections.
- To strengthen and develop links and collaborative partnerships which benefit our students, staff and communities across the MAT
- Our three year Strategic Development Plan sets out the following objectives to ensure that as a Trust the public, parents and stakeholders have confidence in our approach.

Leadership and Governance

- As a charitable Trust, our Board ensure that they comply with charity and company law requirements, DFE and Ofsted.
- The Board of The Learning Village Academy Trust has two core functions that are to set the strategic direction of the organisation and ensure operational effectiveness and compliance.
- As a Multi Academy Trust, the Board is responsible for all of the Academies in the Trust. We do this by delegating functions to the Local Governing Body of each Academy through a Scheme of Delegation and reports from CEO to the Board.
- Trustees to attend full Board and Committee meetings – high attendance rates over the academic year. Trustees and Members to attend the AGM
- Formal Schemes of Delegation are produced and reviewed annually.
- An annual governance event takes place to enable networking and skills development for all Local Governing Bodies; training is available for all Trustees and Governors
- Policy (and contracts where applicable) alignment across all MAT academies exists, with local contexts taken into account regarding procedures and protocols
- Key organisational architecture –policies – are shared with all staff across the MAT to improve efficiency and coherence.

(cont...)

Leadership and Governance

- The Board believes that best results will be achieved when each Academy's Local Governing Board receives a level of responsibility and autonomy; with responsibility for the areas of the Ofsted framework.
- Where the Academy is in an Ofsted category there will be close supervision of the Academy by the Trust through its Officers and Central Team.
- Where an Academy is Good or Outstanding minimal day-to-day supervision by the Trust is needed.
- For Local Governing Bodies to carry out their role effectively governors must be:
 - a) Prepared and equipped to take their responsibilities seriously
 - b) Acknowledged by the lead professionals in the Academies and accountable to the Trust Board
 - c) Willing and able to monitor and review their own performance
- We would expect that the core business of each Local Governing Board to be:
 - a) Reviewing and monitoring the Academy Improvement Plan, linked to the Ofsted framework
 - b) Monitoring and reviewing Progress and Attainment
 - c) Ensuring that the devolved budget is on track and money is spent well through Financial Accountability
 - d) Reviewing and monitoring the Curriculum
 - e) Taking an active role in Safeguarding Children, Premises, Health and Safety at Academy level.

Finance

- Financial Key performance indicators across the MAT's academies can be monitored centrally via a single 'dashboard'
- Full and timely submission of Annual Report to Companies House.
- An asset register of all MAT assets is clearly formatted and accurate.

Central services

A key strategy is to promote and develop the Trust and the services we offer to a wider cohort of Academies. This means that our Academies can focus on improving teaching and learning and delivering educational excellence.

Our approach will be to:

- Identify the key services required by Academies joining our Trust and develop clear specifications for commissioning such services.
- Develop Central Services according to identified need of the members of the Trust.
- Develop and document our offer and entry criteria to each type of academy/academy likely to consider joining The Learning Village Academy Trust

Finance

- The Trust to maintain an annual out-turn of between 3-5% of its annual income.
- Audit reports identify no high-risk aspects to the functioning of the Trust or its Academies.
- Rolling 3-year finance and capital strategies are used to make key spending decisions and identify efficiencies.

Central services

Staff – non teaching

- To grow the central team as the number of academies joining the Trust grows.
- Key support staff – IT technicians, finance staff, site staff - work effectively across the MAT's academies, demonstrating an increased responsiveness to need.

ICT

- A MAT-wide IT hardware and software inventory is to be maintained.
- Common IT procedures are implemented across MAT academies to improve efficiency
- Cross-site opportunities for data storage and back-up are to be fully utilized.
- Relevant spare stock is stored by the MAT for emergency replacement to its academies, minimizing disruption to teaching and management through 'down time'.
- LVAT web presence is effective in communicating to existing stakeholders and the wider community. To explore social media – Twitter, Facebook.
- Harnessing technology is a regular feature of both the MAT's teaching and governance annual events.

Academy Standards

Effectiveness and Academy to Academy support

- For our Good and Outstanding Academies we will encourage and facilitate further development and also engage the Academy in delivery academy to academy support with our family of Academies. This will provide excellent opportunities for leadership development for key personnel in those academies. Links will be developed and high quality CPD will be organised.
- Our Executive Leadership Team will be responsible for monitoring and evaluating the performance of support offered to Academies as well as the performance of the Academies themselves. This will be reported to the Board regularly.
- An integrated approach will be carried out together with the Academy, taking full account of their own self-evaluation, data analysis and identified priorities.
- We will also establish the Academy's own areas of strength and expertise that can be shared across The Learning Village Academy Trust and, in particular, the skills of staff within the Academy.
- Our Academies will have access to shared services provided by the Trust. Where Academies are not already Good or Outstanding, the Trust will facilitate a high quality, bespoke package of support.
- All teaching and learning responsibility (TLR) holders have undertaken recognised middle leader training within two years of taking up their position within the MAT i.e. NPQML
- All leadership group post holders have undertaken recognised senior leader training within two years of taking up their position within the MAT ie. NPQSL/NPQH
- Our growth model includes "Succession planning" - identifying and developing new leaders who can replace old leaders when they leave or retire; increasing the availability of experienced and capable employees that are prepared to assume these roles as they become available.

Teaching and learning

- Pedagogy and teaching experience shared across the MAT
- High attainment the right of every child
- Provision of a broad and balanced curriculum
- Enhanced provision at transition points, to ensure improved outcomes for pupils
- Pupil progress and attainment tracked half termly
- Personal development prioritised, preparing children for the 21st century and beyond.
- Trust pedagogy influenced by research and wider reading.
- Utilisation of expertise to be used across the MAT i.e. the teaching of foreign languages, Special Needs etc.
- Shared training plans to derive and exploit opportunities for collaboration and sharing of expertise
- Shared training day(s) across MAT academies to facilitate the above.
- An annual teaching and learning event to showcase innovation and celebrate excellent practice (2016 Compass for Life; 2017 Growth Mindset)
- Close alignment of key performance indicators for teachers across the MAT regarding appraisal to promote consistency of challenge.
- Formal teacher secondments are regular development opportunities for teachers – across academies, across phases, where opportunities arise
- Academy improvement reviews are commissioned on a regular cycle for all academies within the MAT.
- Peer to peer support is evident at every level
- Utilise staff expertise including National Leaders of Education, Specialist Leaders of Education which are registered with Teaching Schools, to accept commissions for support from other schools or academies.
- Teaching and support staff – work effectively across the MAT's academies, demonstrating an increased responsiveness to need.

Academic Standards

Academy performance data; Pupil attainment and progress Key performance indicators across the MAT's academies can be monitored centrally via a single 'dashboard'

All primary Academies to be at or above the national average for attainment in:

- EYFS – GLD
- KS1 Phonics
- KS1 Reading, writing and Maths
- KS2 Reading, writing, Maths, EGPS
- The gap between Pupil Premium and Non-Pupil Premium children (on the above two measures) to be below the national average.

All secondary Academies to attain at, or above, the national average for students attaining:

- A* - C in English and Maths
- The gap between Pupil Premium and Non-Pupil Premium children (on the above two measures) to be below the national average.

Teaching and learning

The Executive Board to work across all Academies with delivery on:

- An annual raising attainment plan.
- Shared good practice
- Transitions at all key points into FS; FS to KS1; KS1 to KS2 and KS2 to KS3
- Teaching of a broad and balanced curriculum
- Provide engaging learning experiences that enable learners to achieve their potential.
- Use of assessment for learning to empower children to achieve highly.
- High academic attainment and progress

Personal development, behaviour & welfare

- To maintain and further develop a caring environment that is safe & secure with positive behaviour and attitudes for learning, developing lifelong learners and preparing children for the 21st century.
- Development of the Compass programme from Year 5 to Year 11.
- Overall attendance in all Academies to be above national average
- Persistent absence to be below national average in all Academies.
- The level of permanent and fixed term exclusions (as a percentage of the pupil group and enrolment) to be below national averages.

Admissions

Pupil numbers

- Academies to be over subscribed for entry into Reception and Year 7 as appropriate.
- All Academies to be full in all year groups.

Recruitment and retention

- All Academies to have a full staffing establishment in September of each academic year.
- To develop and grow our own leaders
- High quality CPD for our staff at all levels.
- Peer to peer support at all levels, developing staff

Key Performance Indicators

Members and trustees must have the skills, knowledge and experience to run the Multi Academy Trust. Their duties include ensuring that the trust's funds are used only in accordance with the law, its articles of association, its funding agreement and the Academies Financial handbook.

Governance KPIs

- Ensure that distinction is achieved between Member and Trustee roles within the MAT as enshrined in documentation.
- All Members and Trustees fully understand their duties as company directors and charity trustees as laid out in the Companies Act 2006 and Charity Commission guidance as exemplified in a skills audit.
- All academies have a full complement for their Local Governing Boards, with an appropriate set of skills and experiences to undertake their defined responsibilities

Leadership KPI's

- All academies are to retain or improve their inspection rating in Leadership – all academies at least good. (Package of support where academies are less than good).
- Leadership at all levels complete NPQ training - NPQML Middle leaders; NPQSL Senior leaders; NPQH for Head teachers; CEO and CFO/COO – Executive Leaders CPD
- Staff at all levels access quality CPD and support, whole academy and bespoke
- Staff have the opportunity to develop leadership skills across more than one academy.
- All academies are fully compliant with :
 - Safeguarding and recruitment checks.
 - Health and safety regulations
 - General data Protection Regulation (GDPR)
 - Statutory policies
 - Staffing ratios – EYFS
 - Website requirements

Key Performance Indicators

Human Resource KPIs

- All MAT academies fully staffed with high caliber staff
- Development opportunities made available to staff to work across academies in the MAT
- 100% performance management penetration for all eligible staff across all MAT academies.
- All academies are fully compliant with recruitment checks – ***Working together to Safeguard children March 2015***

Academy Standards KPIs

- All MAT academies retain or improve their Ofsted inspection rating; all academies at least good.
- Parent, staff and student survey data illustrates satisfaction ratings are high and points raised are actioned as appropriate
- Academies can demonstrate the adding of value to children of all ages, abilities, and backgrounds
- All academies are fully compliant with health and safety, safeguarding and other statutory requirements

Focus 2018 – 2021

On our journey to deliver against the 3-year Strategic Development Plan in 2018-21 our priorities for the next 12 months:

- Continuing to raise attainment at Milton Primary Academy following a Special Measures judgement March 2015
- Continue to maintain and raise attainment and progress at Greenways Primary Academy.
- Enhancing the governance of The Learning Village Academy Trust Board
- CEO – to be supported through both the CEO course (Ambition Academy Leadership) and the MAT development programme; partnered with Ambitions Academies Trust to develop the Trust further
- CFO - to be supported through the MAT development programme; partnered with Ambitions Academies Trust to develop the Trust further
- Continue to focus on Academy improvement and effectiveness, shared pedagogy
- Continue to focus on Financial management, business efficiencies and effectiveness
- Each Academy within the MAT is able to identify, in its own Improvement Planning and how it is supporting these overall objectives.
- Horizon scanning for opportunities for growth including discussions with LA maintained schools, standalone academies, free schools, sponsor opportunities (LVAT – recognised DFE sponsor).
- Due diligence on schools/academies joining the Trust.
- Clear plan and time line developed as a new academy join the Trust.

Conclusion & Recommendation

The Learning Village Academy Trust are a fledgling Trust, keen to grow with support from the Regional School Commissioner.

New projects will be brought to the Risk and Audit Committee and a decision is taken within the context of the annual growth plan.

The recommendation is for Trustees to agree a strategic three year plan, taking us up to 2021, both within the Trust and with external stakeholders, including the DfE and national academy Commissioner.

This plan includes a focus on delivery of the Free Academy programme, any decisions about further sponsorship of academies and a position on convertor academies.