

# Enlighten Learning Trust –3 Year Strategic Plan



## **Enlighten Learning Trust** **OUR STRATEGIC GOALS**

## ELT 3 Year Strategic Plan - Overview

Aspect	Year 1	Year 2	Year 3
<b>Goal 1: Deliver excellent education for every child</b>			
Quality of Education	Curriculum principles are clear, shared with leaders & staff	Evaluation of the effect of curriculum principles	
School improvement	School improvement strategy is researched, written and evaluation of all schools done	Act on findings of the SEF. School support underway	Outcomes of school support evident and ongoing
Safeguarding	Safeguarding culture extends to all aspects of each school	Safeguarding is tested and evaluated in each school	Outcomes of evaluation are embedded
Christian distinctiveness for CofE schools	Our Christian distinctiveness is clearly defined and strategically supported	Our Christian distinctiveness underpins the activity of the Trust	Our schools are distinct in their Christian characteristics and leaders confident in its communication
Personal development	Evaluate the personal development curriculum of each school	Work across trust to support, refine and enhance personal development	Effect of initiatives are evident
<b>Goal 2: Be an employer of choice</b>			
Professional learning	Rich programme of training and CPD is implemented for all staff	Whole trust training conference planned and evaluated	CPD effectiveness survey undertaken, and outcomes applied
	Staff skills are evaluated, and plan designed to share	Collaboration between schools on specific aspects formative	Outcomes of collaboration is evident and staff expertise improves
Staff wellbeing	Staff wellbeing & EDI evaluation undertaken	Outcomes of evaluation are shared and implemented	Further evaluation and ongoing refinement
	Sign up to the Wellbeing Charter and use the Workload Reduction Toolkit	Implement changes for staff based on findings	Continue cycle of evaluation and improvement
		Develop a people strategy	Evaluate and refine
Appraisal / performance development	Appraisal structure re-written	Evaluation and refinement of new model	
Equality, Diversity and Inclusion	EDI survey undertaken; findings summarised	Aspects fed into future planning	

Communication	Communication is improved in defined ways	Communication is re-evaluated	Communication is further improved through new strategies
Goal 3: Ensure strategic and ethical governance and leadership at all levels			
Governance structures	Recruit and induct trustees to get to 7 trustees	Recruit 2 more trustees	
		Undertake a Trust governance review	Act on the findings of the review
	Review the Scheme of Delegation	Make sure the SoD is being applied in the schools	
Trust self-evaluation	Undertake Trust Self evaluation	Act on findings of the Trust SEF	Refine the findings of the Trust SEF
Scheme of Delegation	The SoD is discussed, reviewed and refined	Ongoing review and refinement in light of joining schools	
Governor training	Train all governors in essential knowledge and ELT expectations	Apply training programme for the governance at each tier	Review training and secure next schedule
Correct policies, structures and protocols are in place	Apply policies and implement renewal timeframe	Evaluate success of policies and implement ongoing review	
School leadership	Our leaders are effective in both their schools and the trust	Ongoing evaluation on the effectiveness of the trust	Review and refine leadership development in the schools
Goal 4: Build a robust and effective infrastructure			
Systems and process	Embed systems and processes that are needed for effective operation	Evaluation of the effectiveness of the systems and processes in place	Evaluation of the effectiveness of the systems and processes in place
	Embed and further develop a Business Continuity Plan that is engaged with by schools	Scenario testing of the Business Continuity plan across all areas	Outcomes of scenario testing are engaged with and solutions embedded
Team structure	Develop the central team, roles & responsibilities articulated and understood	Evaluation of the effectiveness of the structure in place	Evaluation of the effectiveness of the structure in place
IT infrastructure	Continual review of IT strategy/Cyber Security requirements mitigating risks and enabling the effective joining of new schools	Evaluation of the Cyber Essentials annual review and the application of the IT Strategy	Evaluation of the Cyber Essentials annual review and the application of the IT Strategy

Financial management	Maintain the robust financial management in place, enhancing VfM through the development of the Procurement function	Evaluation of the effectiveness of the resource management role	Evaluation of the effectiveness of the resource management role
Estates Management	Continual review of Estates Strategy, development and embedding of the GEMS agenda	Evaluation of the GEMs Self Review and the application of the Estates Strategy	Evaluation of the GEMs Self Review and the application of the Estates Strategy
Sustainable schools	UN sustainability goals audit undertaken, and priorities identified	Priorities are identified and most important are addressed	Remaining priorities are addressed
	Develop an environmental strategy, audit undertaken	Recommendations of the audit planned and implemented	All green flag schools for 'eco schools', moving toward net zero by 2030
<b>Goal 5: Drive sustainable growth</b>			
Trust growth	Growth plan is written and applied to enable effective planning	Our growth plan is reviewed in light of uptake	Our growth plan is reviewed in light of uptake
	Our distinctiveness as a trust is developed, refined and shared with other schools	Our trust continues to develop in breadth, depth and outreach	Our trust continues to develop in breadth, depth and outreach
Trust collaboration	Parameters of collaboration with other trusts are set out	ELT has a wider reach through working with other similar Trusts	Effective working with others brings tangible benefits for our schools
Organisation sustainability	Our resources are carefully planned to ensure long term viability	Our resources are carefully managed to ensure long term viability	Our resources are carefully managed to ensure long term viability

## ELT Strategic Development Plan 2022 - 2023

### Goal 1: Deliver excellent education for every child

#### Success criteria:

- Our curriculum principles are clear and shared with all teaching staff
- We have a school improvement strategy that provides regular, objective feedback for our schools and facilitates collaboration
- Each school has a clear way of reporting key metrics to trustees and governors, and has agreed aspects specific to their own context
- Safeguarding is prioritised and effectively monitored
- We have a strategy for Christian Distinctiveness that supports the culture and ethos of our church schools
- All schools have effective provision for the personal development of their pupils

Focus for improvement	Actions to support improvement	Leader	Monitoring activity
1 Quality of Education	ELT curriculum principles written and shared	HGR	HTB, line management
	Strengths and weaknesses of the schools are known, evaluated and a plan implemented	HGR	Trustee board
	We focus on the quality of education for our SEN pupils	HGR	Line management
2 School improvement	Strategy is written, communicated and applied to our schools	HGR/MBD	Line management
	Through visiting and meeting leaders, key information is shared and actions agreed	HGR/MBD/AMA	School improvement visits, shared with Trustees
	Collaboration in specific areas of schools in the trust is underway in each phase	HGR	Trustee board
3 Safeguarding	Safeguarding clearly defined and an annual audit undertaken	HGR	Trustee board
4 Christian Distinctiveness	Small group of school leaders gathered to write Trust strategy	MBD	Line management, trustee board
	Evaluation during the spring term to monitor and appraise design of strategy	MBD/tbc	Line management
	Plans feed into new SIP for following year	MBD	Line management

5 Personal development	Each school's personal development offer is evaluated	tbc	
	Collaboration on success/challenges and areas for development		
Milestones by end of summer term		Milestones by end of autumn term	Milestones by end of spring term
1 Curriculum principles are written 2 Strategy for school improvement is written, shared and agreed 2 Format for school improvement support meetings is designed		1 Key metrics are collected, compared and evaluated 2/5 First school improvement visits have taken place and refined 3 Safeguarding audit is designed and implemented 4 Christian distinctiveness group set up and first draft of strategy written 5 Personal development evaluation has identified key actions	1 SEF SEN focus is evaluated 2 SEF from each school is evaluated and contributes to TSEF (see below) 4 First Christian distinctiveness visits to schools have taken place and feedback given

Goal 2: Be an employer of choice			
Success criteria <ul style="list-style-type: none"> <li>All our staff have a rich and appropriate continuing professional development offer</li> <li>We subscribe to externally verified benchmarks for employer wellbeing, EDI and are acting on where we do not yet meet them fully</li> <li>We support effective performance development (previously appraisal) in more incremental way that enables staff to thrive</li> <li>We communicate effectively within and beyond the Trust to build sense of belonging, effective collaboration and informing all stakeholders of our success</li> </ul>			
Focus for improvement	Actions to support improvement	Leader	Monitoring activity
1 Professional learning	Rich programme of training and CPD is implemented and adapted for all staff	HGR/JHA	Line management
	We will support ECT training across the schools and deliver on behalf of local providers	HGR	Line management
	Areas of particular staff expertise are evaluated, and collaboration started	HGR	Line management
2 Staff wellbeing	Sign up to the DfE Wellbeing Charter	HGA	Line management
	Evaluate current wellbeing position (11 statements) & prioritise 3 for action in autumn	HGA/HTB	Line management, HTB

	DfE workload reduction toolkit applied	HGA	Line management
3 Performance Development	Appraisal structure is re-written, consulted on and implemented	HGA/MBD/HGR /JHA	Trustee board
	Line managers are trained in delivering the new model	HGA/HGR	Line management
	New model is evaluated and refined	HGA	Trustee board
4 Equality, Diversity and Inclusion	We undertake an EDI survey, evaluate the findings, and design a strategy for improvement	HGA	Line management, HTB
5 Communication	Staff monthly newsletter in place	LOW/MBD	Line management, published
	We communicate effectively how the Trust works	HGR/JHA/MBD	Line management
Milestones by end of summer term		Milestones by end of autumn term	Milestones by end of spring term
1 CPD programme is written and published 2 Evaluation of DfE Wellbeing Charter and priorities agreed 3 Performance development structure and policy is written and consulted on 4 EDI staff survey done & evaluated 5 Format of staff newsletter agreed		1 CPD programme is launched and underway. Staff attending different training opportunities 1 Opportunities for collaboration between staff are explored 2 Actions about the 3 priorities are evident 2 DfE workload reduction toolkit raised with SLTs 3 Performance development procedures and training have taken place and working 5 Staff monthly newsletter published	2 Staff workload survey undertaken 5 Staff newsletter evaluated and improved

<b>Goal 3: Ensure strategic and ethical governance and leadership at all levels</b>
<p>Success criteria:</p> <ul style="list-style-type: none"> <li>We have seven trustees, the structure of committees works and communication with governors is clear and effective. Meetings are purposeful and there is dialogue between trustees and other stakeholders between meetings</li> <li>We start an annual review of our Trust, identifying areas to address and acting upon them</li> <li>Our Scheme of Delegation is relevant, clear and understood by governance at trust and school level, and supports school leaders</li> <li>Trustees and governors are well trained and informed to make good decisions.</li> <li>Correct policies, structures and protocols are in place and being effectively communicated to all stakeholders</li> </ul>

• School leaders			
Focus for improvement	Actions to support improvement	Leader	Monitoring activity
1 Governance structures	Trustees with the right skills recruited to fill vacancies. Expectations are clear.	HCO	Trustee board meetings
	Trustee committees are created & have ToR	HCO/MBD/AMO	Trustee board
	LGB structure is defined, and timeframe agreed	HCO/MBD	Members meeting
	Communication is regular and LGBs involved to an effective level	HCO	
2 Trust self-evaluation	Suitable framework agreed (building on CST model)	MBD	Report to trustees autumn
	Government outlines of strong trust included	MBD	Trustee board
	Self-evaluation carried out in spring term	MBD/HGR/HCO	TSEF reported to Trustees
3 Review the SoD	The SoD is discussed, reviewed and changes implemented	MBD/JHA/AMO	Trustee meeting
	The SoD is applied to the governance of the schools in the Trust effectively	MBD/JHA/HCO	Line management/Trustee meeting
	The SoD clearly communicates the parameters of decisions in each school	MBD/JHA	
4 Governance training	Trustee & governor training & induction is delivered in September	AMO/HCO	Member meeting
	All trustees undertake national body training (eg NGA/CST)	AMO/HCO	
5 Policies, structures and protocols	Schedule of policies is updated and aligns with meetings	AMO	Check each term
	Staff updated via newsletter of policy changes	LOW	Check newsletter
6 School leadership	Our school leaders are supported to articulate the culture and climate of the Trust	MBD	Headteacher board
	All school leaders have coaching appropriate for their position and experience	MBD	Line management
	Clarity over SIP, SEF and HT reporting is achieved and implemented	MBD/HTB	Headteacher board
Milestones by end of summer term		Milestones by end of autumn term	
		Milestones by end of spring term	



<p>1 Promotion and recruitment has happened &amp; we have 7 trustees in place</p> <p>1 Trustees have clear understanding of their role</p> <p>1 LGB meetings align with Trust meetings</p> <p>4 Training is identified for Trustees to attend</p> <p>5 Policy schedule is up-to-date, and meetings align with it</p> <p>6 HTs clear about structure of SIP, SEF and school improvement</p>	<p>1 LGBs structure is decided and framed</p> <p>2 Suitable frameworks agreed for TSEF</p> <p>2 Committee structure is agreed and each has ToR</p> <p>3 SoD is reviewed and refreshed</p> <p>4 Governance training and introduction is delivered at the start of the year</p> <p>6 HTs are supported through school improvement strategy and involved in evaluating each other's schools</p>	<p>1 Each trustee has visited their link school and attended an LGB once</p> <p>2 TSEF is undertaken, and key findings shared</p> <p>3 SoD is applied to the schools in the Trust and those joining</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Goal 4: Build a robust and sustainable infrastructure			
<p>Success criteria</p> <ul style="list-style-type: none"> <li>• Our systems and processes are embedded and supporting trust operation</li> <li>• Our central team all have clear roles and job descriptions which are articulated and understood in the schools</li> <li>• The IT &amp; estates strategies are embedded, informing and supporting school improvement</li> <li>• Robust financial and resource management has demonstrable effect on improving value for the schools</li> <li>• Our schools are more environmentally sustainable</li> </ul>			
Focus for improvement	Actions to support improvement	Leader	Monitoring activity
1 Systems and process	Systems and processes are reviewed across the ops team of the trust	JHA	Trustee committee
	Contract registers are complete and informing resource management	JWO	
2 Team structure	Our teams meet regularly and have effective outcomes	MBD/JHA	Line management, performance development
	The education team is formed and roles are clear and agreed	MBD	Line management
	The ELT teams are deployed to support ELT schools, those joining and other schools effectively	MBD/JHA/HGR	Line management
3 IT & estates infrastructure	Our new cycle of strategies are written and shared	JHA	Trustee meeting

	All schools are proactively working towards meeting the strategies	JHA	Line management
4 Financial management	CFO and finance manager are inducted and performing their roles well	JHA	Line management & audit
5 Estates management	Developing and embedding of the GEMS framework	JHA	Line management
6 Sustainable schools	UN sustainability goals audit undertaken, and priorities identified (See ACS)	JHA/HGR	Report to trustees
	We have written an environmental strategy	JHA/JWO	
Milestones by end of summer term		Milestones by end of autumn term	
1 Complete contract registers for all schools in the trust 2 Education team has clarity of purpose and structure 3 Undertaken surveys of every school & adopted the maintenance plans from them 5 GEMS Action plan presented to Trustees		1 Action plan produced from contract registers enable group procurement of key areas 2 ELT teams have been deployed successfully to appropriate range of schools 3 Local action plans in place 4 Year end completed, and COO no longer operationally involved in transactional delivery 5 HTB aware of and engaged with GEMS Agenda 6 Resource management environmental strategy presented to Trustees	
		Milestones by end of spring term	
		1 Ops system reviewed and developed 1 Economies and/or efficiencies achieved through effective Resource Management 2 Team performance has been enhanced over the year 3 Stated targets have been achieved 4 Successful year end and audit reports 5 Stated targets have been achieved 6 UN sustainability goals audit undertaken, and priorities identified	

Goal 5: Drive sustainable growth			
Success criteria:			
<ul style="list-style-type: none"> <li>Trust growth is sustainable: between 4 and 8 schools ready to join by September 2023</li> <li>The process of joining is refined and enables effective decision making throughout the academisation process</li> <li>We are collaborating with 2 other trusts with tangible benefits</li> </ul>			
Focus for improvement	Actions to support improvement	Leader	Monitoring activity
1 Trust growth	A due diligence framework is designed and undertaken with each joining school	MBD/JHA	Evidence

	Information is shared with Trustees such that they can make decisions about schools joining	MBD/JHA	Report for Trustees
	Our distinctiveness as a trust is refined and shared with other schools	MBD	Website/Social media
	Our website and other promotional material promote our points of difference and reach our target audiences	LOW	Line management
	We partner with AaA to submit a bid for the SEND free school in Esher	MBD	Liaison with LA
2 Trust collaboration	Collaboration with other Trusts is framed and being implemented	MBD	Trustee board
3 Organisation sustainability	All our resources are evaluated to ensure ongoing organisational viability	MBD/JHA	Line management
	Decisions are made in a timely and risk-based manner regarding future growth	MBD/JHA/HCO	Trustee board
Milestones by end of summer term		Milestones by end of autumn term	
1 Trust due diligence framework is clear and being successfully applied	2 Parameters of collaboration with other trusts are set out	2 Collaboration underway on defined aspects and supporting mutual improvement	
1 We have a written MoU with AaA regarding the SEND school, bid is submitted and outcome known	3 Depending on the outcome of the bid process first draft of strategic plan is written	3 Three-year risk based plan supported by resource analysis presented to Trustees	
3 DFE Trust Capacity Funding Application submitted	3 In year analysis of numbers and sizes/additional resources required to support proposed joining schools presented to Trustees		