

VISION

Academy Learning Trust

The VISION Academy Learning Trust is a group of secondary and primary schools with a common aim to inspire the imaginations of our students and to support them to develop in ways which stand them in good stead for their future lives and responsibilities as individuals, employees and citizens.

Our schools and academies will support all students to develop responsibility for their learning, ensuring that they continue to be challenged and stimulated by their learning throughout their time at the school.

VISION Academy Learning Trust (VALT) – Strategic Plan 2020-2021

The VALT Strategic Plan is a summary document that has been designed to provide a strategic overview of the key priorities that the VALT Board will be focussing on during 2020-2021

This Plan seeks to provide the strategic planning necessary to ensure that VALT becomes an effective group of academies schools. The Board will focus on the five key priorities that will be monitored at each Board meeting over the next 12 months:

1. Our schools centres of excellence
2. Collaboration within the trust
3. Financial stability and operational strength
4. Leadership and Governance
5. MAT stability and future growth

All priorities are of equal importance

Our Schools:

Chandlers Ridge Academy (sponsored), Egglecliffe School, Junction Farm Primary School, Laurence Jackson School (sponsored), The Links Primary School and Whinstone Primary School.

We are currently in the process of sponsoring Huntcliff School as well as Saltburn Primary converting into the Trust. The estimated completion is January 2021.

Priority 1: Our Schools centres of excellence									
Focus to improve/Achieve	Strategy / Actions					Lead	Progress Checks	Impact Reports	Costs
Ensure outstanding Safeguarding	• All Trust employees, gov's directors undergo Safeguarding INSET 15 th Sept					SW	• 2020-21 trust training	• Completion	£1,000
	• All policies and procedures updated with the 2020 Keeping Children Safe in Education and are in line across the Trust					SW	• Policy and procedure checklist	•	
Targeted PRIMARY Improvement - KPI	Trust improvement focus for each primaries:						<ul style="list-style-type: none"> HTs Sept exec meeting to report progress ½ termly. HT's agree support and amend accordingly each term Carly Briston work with each primary school as and when required / directed 	• Progress reports to board and LGB	£2,000
	Priority 1:		Priority 2:			KN			
Junction Farm	Curriculum Recovery / Catch Up for All.		Further improve outcomes in the following areas –EAL, Disadvantaged & SEN			KN			
The Links	Curriculum Recovery - action to recover as quickly as possible so children make strong progress in relation to their prior attainment		Embed and modify where required our recently revised long and medium-term curriculum plans across each key subject			LD			
Whinstone	Curriculum Recovery / Catch Up for All.		Embed and modify where required our recently revised long and medium-term curriculum plans across each key subject			MP			
Chandlers Ridge	Ensure a curriculum provides 'catch up' opportunities for all.		Ensure effectiveness of verbal feedback and this addresses misunderstanding with questioning used to push understanding			LL			
Saltburn Primary	Joining in Jan 2021					CC			
Targeted SECONDARY Improvement - KPI	Trust improvement focus: progress and attainment of the following groups:						<ul style="list-style-type: none"> ½ Termly check ONE Vision for LJS 	• Pupil progress reports to board and LGB	£2,000
	All	Pupil Premium	Middle Ability	Boys	Maths				
Egglecliffe	0.2	0.0	0.9	0.02	0.1	LO			
Laurence Jackson	-0.2	-0.4	-0.1	-0.3	-0.2	CJ			
Huntcliff (Jan – Aug)						LW			
Primary Curriculum Catch up	<ul style="list-style-type: none"> Assess early in term and engage with catch up through bespoke lessons, pre and post learning tests and targeted intervention Baseline assessments conducted and children's 'starting' points established ASAP upon return. Targets established & published, taking into account prior attainment, and any aspirational national benchmarks so that progress can be monitored. Gaps identified and planning adjusted in order to meet the needs of pupils. Catch up programme planned & implemented to support progress. Evidence of progress so that pupils reach current year ARE expectations at least by December. 					KN	• HT and SL Meetings	• LGB receive progress checks	£80/student
Egglecliffe Curr Catch up	<ul style="list-style-type: none"> Implement a detailed curriculum recovery plan for all students in all subjects Use of PixL-gap analysis for all students in all subjects Use of EEF research and PixL learning tools to support QFT and plans for intervention to close gaps 					LO	• HT and SL Meetings	• LGB receive progress checks	£80/student

	<ul style="list-style-type: none"> • Use of 'Catch up funding' with targeted students (focus on Dis/SEND) with gaps in English/maths 				
LJS Curriculum Catch up	<ul style="list-style-type: none"> • Review the resequencing of the curriculum by SL to ensure that all students are supported to be successful in all their subjects and that key learning missed during partial closure is revisited. (NCR/CSU) • Introduce knowledge organisers to support student understanding of critical knowledge • Rapidly assess Year 11 to identify gaps in learning and intervention needs (DYA/ JDS) • Establish catch up provision for Year 11 via additional teaching period at the end of the day (DYA/JDS) • In Years 8 to 10 use engagement data from summer term to conduct student shadowing and identify students who will need targeted coaching to catch up with their peers (NCR) • Access the national tutor programme to support students who have fallen significantly behind (KDO) • Use CATS testing with Year 7 to identify gaps in learning and/or cognitive ability and adapt Year 7 curriculum coverage to address this. (DYA) 		<ul style="list-style-type: none"> • HT and SL Meetings 	<ul style="list-style-type: none"> • LGB receive progress checks 	£80/student
Primary Assessment and moderation	<p>Primary schools to moderate on EY, writing and maths internally (COVID) Autumn: EY- 5/11, Spring: 01/21 Summer term may offer wider moderation opportunities.</p>	KN KN KN	<ul style="list-style-type: none"> • Autumn & Winter 	<ul style="list-style-type: none"> • Board receive progress checks 	£2000 towards staff release time.
Secondary Assessment and moderation	<p>Trust wide Secondary school moderation on English, maths and Ebacc subjects Autumn: Eng 5/11, Spring: 01/21</p>	NG DY	<ul style="list-style-type: none"> • Autumn & Winter 	<ul style="list-style-type: none"> • Board receive progress checks 	£2000 towards staff release time.
External review	Employ an external consultant with Ofsted experience to review the quality of education in each school	SW	These will be arranged for Spring Term (Aut = COVID)	<ul style="list-style-type: none"> • External review prepares a report 	£4,000
	<ul style="list-style-type: none"> • The Links, 		•		
	<ul style="list-style-type: none"> • Junction Farm and 		•		
	<ul style="list-style-type: none"> • Whinstone Primary School 		•		
	<ul style="list-style-type: none"> • Chandlers Ridge 		•		
	<ul style="list-style-type: none"> • Eggescliffe School 		•		
<ul style="list-style-type: none"> • Laurence Jackson School 		•			

Priority 2: Collaboration within the trust												
Focus to improve/Achieve	Strategy / Actions				Lead	Progress Checks	Impact Reports	Costs				
SEF / SIP challenge	<ul style="list-style-type: none"> Complete Trust wide SEF and SIP for each school Exec. HT Comm. scrutinise SEF and current progress across all schools All HT's visit each school to review SIP progress 				SW	<ul style="list-style-type: none"> SEF / SIP termly Progress data monitoring and QA 	<ul style="list-style-type: none"> Board report on key priorities 					
Primary Teaching and Learning	<ul style="list-style-type: none"> Embed Trust wide subject leadership through actions, data accuracy, reporting and SBP and resources Trust SEN AHT continue to support and mentor school SENCo's Bespoke school CPD to meet individuals / organisational needs: 				KN	<ul style="list-style-type: none"> Termly checks at Exec HT mtg. 	<ul style="list-style-type: none"> Exec HT comm. formalise arrangements Impact report to Board 	£6,000				
	<table border="1"> <thead> <tr> <th>Chandlers Ridge</th> <th>Junction Farm</th> <th>The Links</th> <th>Whinstone</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Catch up curriculum/ quality teaching Recovery curriculum Verbal feedback Metacognition Home learning and development of MS Teams </td> <td> <ul style="list-style-type: none"> Quality first teaching for all curriculum areas </td> <td> <ul style="list-style-type: none"> Curriculum Lead subject specific training QFT in the classroom </td> <td> <ul style="list-style-type: none"> Quality first teaching for all curriculum areas. Emphasis on maintaining HA challenge in new mixed ability groups in core subjects. </td> </tr> </tbody> </table>	Chandlers Ridge	Junction Farm	The Links		Whinstone	<ul style="list-style-type: none"> Catch up curriculum/ quality teaching Recovery curriculum Verbal feedback Metacognition Home learning and development of MS Teams 		<ul style="list-style-type: none"> Quality first teaching for all curriculum areas 	<ul style="list-style-type: none"> Curriculum Lead subject specific training QFT in the classroom 	<ul style="list-style-type: none"> Quality first teaching for all curriculum areas. Emphasis on maintaining HA challenge in new mixed ability groups in core subjects. 	<ul style="list-style-type: none"> Exec HT meeting Catch up sharing QA systems in schools
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Secondary Teaching and Learning	<ul style="list-style-type: none"> Bespoke school CPD to meet individuals / organisational needs: <table border="1"> <thead> <tr> <th>Egglecliffe School</th> <th>Laurence Jackson School</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Closing the gap research group Curriculum support research group Literacy research group Curriculum recovery needs arising CPD </td> <td> <ul style="list-style-type: none"> SEN provision mapping and effective classroom support Ensuring assessment supports learning effectively Building positive relationships with all stakeholders Establishing consistent routines </td> </tr> </tbody> </table>				Egglecliffe School	Laurence Jackson School	<ul style="list-style-type: none"> Closing the gap research group Curriculum support research group Literacy research group Curriculum recovery needs arising CPD 	<ul style="list-style-type: none"> SEN provision mapping and effective classroom support Ensuring assessment supports learning effectively Building positive relationships with all stakeholders Establishing consistent routines 	SW	<ul style="list-style-type: none"> Exec HT meeting Catch up sharing QA systems in schools 	<ul style="list-style-type: none"> Impact report to LGB Strategic plan update to Board 	£2,000
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Curriculum and wider experience	Explore opportunities that will develop character and cultural capital within the Trust and in each school				HTs	Exec HT meetings under Curriculum agenda	•					
Staff Well Being	A school specific staff and well-being especially during COVID 19. –				HTs	Exec HT updates	•					

Priority 3: Financial stability and operational strength					
Focus to improve/Achieve	Strategy / Actions	Lead	Progress Checks	Impact Reports	Costs
Accountability	<ul style="list-style-type: none"> Compliance with the Master Funding Agreement and annual updates to Academies Financial handbook are incorporated into procedures 	SW JT	<ul style="list-style-type: none"> Valt Financial handbook to be revised in line with AFH 2020 	<ul style="list-style-type: none"> Revised Handbook presented to audit committee Aut. 20 	-
	<ul style="list-style-type: none"> Accounting Officer QA meeting with Financial director 		<ul style="list-style-type: none"> Regular meetings to be held between AO and FD 	<ul style="list-style-type: none"> AO informed of financial updates & school and trust financial positions 	-
	<ul style="list-style-type: none"> Academies Financial Handbook 2020 changes identified : <ul style="list-style-type: none"> Ensure effective finance committee in place that receives timely information to monitor the financial position and ensure that the trust remains a going concern Trusts should ensure that ongoing training and development of the CFO is monitored Annual SRM Self-assessment to be completed Internal scrutiny should also cover non-financial systems and controls 		<ul style="list-style-type: none"> Monthly Finance figures given to chair of trustees Good practice guides for Trustees and the principle of a going concern. Board of Trustees receive finance updates CFO appraisal review to incorporate ongoing training and development Audit committee agree & approve audit areas: <ul style="list-style-type: none"> non-financial items determine areas of focus decide whether other organisations should be used to undertake reviews of different areas 	<ul style="list-style-type: none"> Trustees will use this information to ensure that the Trust can comply with the going concern principle Audit committee to provide the annual audit programme Oct 20 and decide on non-financial areas to review 	-
	<ul style="list-style-type: none"> Ensure financial software is fit for purpose and reporting purposes 	JT/RP	<ul style="list-style-type: none"> Tenders from software providers to be supplied Software to be purchased New software implemented across all schools 	<ul style="list-style-type: none"> Tender details and presentation to F&RC Spring 21 New finance system in place 01.09.2021 	-
Due diligence to analyse savings and future efficiencies	Major areas of expenditure to be reviewed. These include:	JT/PB	<ul style="list-style-type: none"> Caretaking and cleaning review undertaken Aut.20 	<ul style="list-style-type: none"> Outcomes and options to be detailed to Trustees in spring 21 	
	<ul style="list-style-type: none"> <u>Cleaning and caretaking</u> <u>Telephone and communications review</u> with Eggescliffe as a priority to support the new building 	JT/JC	<ul style="list-style-type: none"> Telephone and comm's review spring 21 		
	<ul style="list-style-type: none"> <u>IT purchases</u> – ensure continuity of supplies and best value across all school budgets and standardisation of equipment for teaching and learning 	JT/JC	<ul style="list-style-type: none"> Review of IT replacements to ensure value for money prior to purchase 		

	- <u>3 – 5 year plan for both buildings and IT equipment</u> to be prepared	JT/PB/J C	<ul style="list-style-type: none"> Central team will establish a trust wide 3 – 5 year plan to utilise both capital and revenue budget 	<ul style="list-style-type: none"> Plan and proposals will be presented to Trustees in Spring 21 	
	Trust staffing and roles review to ensure effective and efficient use.	JT	<ul style="list-style-type: none"> Once additional schools have joined the trust, review central trust HR and finance. Identify any staff who are able to undertake a trust wide or school sector role 	<ul style="list-style-type: none"> Staffing options to be presented to Trustees in Spring 21 	
	Complete Financial Curriculum Planning exercise in Autumn term to support the SRMA review.	JT SW	<ul style="list-style-type: none"> ICFP to be completed for each school and trust in Autumn 20 	<ul style="list-style-type: none"> Report of outcomes and recommendations to be submitted for trustee review in Spring 21 	
	Trust financial recovery plan to include full reviews of schools identified with the ICFP exercise as a priority for efficiencies. <ul style="list-style-type: none"> The priorities are; Chandlers Ridge, Whinstone and Egglecliffe The review for each school will include staffing (teaching and non-teaching), curriculum, projected population and resources. 	JT SW	<ul style="list-style-type: none"> 3 year budget to be used to present the priority areas 	<ul style="list-style-type: none"> Outcomes presented to Trustees in Spring 21 	
Shared services and resources	<ul style="list-style-type: none"> Analyse potential shared central services with associated costs to show value for money Central Trust office space to be identified to ensure that as the central team expands there is suitable space for them to work from 	SW JT	<ul style="list-style-type: none"> Review of services once additional schools join the Trust. Complete a staffing reviews Options for potential offices to be reviewed 	<ul style="list-style-type: none"> Report provided in Spring 21 on areas reviewed and outcomes Report provided in Spring 21 of options for the central team 	
	Service level agreements analysed to form an Academy wide provision	RP	<ul style="list-style-type: none"> Service level agreements and contracts register to be reviewed 	<ul style="list-style-type: none"> Ongoing updates provided to HTs and F&RC 	
Bid for Capital funding	<ul style="list-style-type: none"> Progress capital grant with SBC for Egglecliffe School. 	SW	<ul style="list-style-type: none"> ???? 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Analyse the potential for additional bids for other Trust schools 	JT PB	<ul style="list-style-type: none"> Automatic capital funding will increase with trust growth. Potential projects to be identified within each school. 	<ul style="list-style-type: none"> Options to be presented to Trustees in Autumn 20 	

Priority 4: Leadership and Governance					
Focus to improve/Achieve	Strategy / Actions	Lead	Progress Checks	Impact Reports	Costs
Roles and responsibilities	<ul style="list-style-type: none"> Review roles and responsibilities of Board Trustees and associated roles and agree enhanced membership as the Trust continues to grow. Appoint additional Trustee with Education skills sets, Marketing, Finance, Business 	SW and RL	<ul style="list-style-type: none"> Trustees role review by Dec 2020 	<ul style="list-style-type: none"> published on Website 	£2500
	<ul style="list-style-type: none"> Review and update the Scheme of delegation (SoD) Ensure SoD is shared with LGB's across Trust with opportunity to discuss with Chairs. Develop opportunities for Chair of Trust, CEO, FD and LGB's to meet and discuss roles, responsibilities, priorities and reporting. 		<ul style="list-style-type: none"> Vision and SoD agreed by Dec 2020 Meetings arranged during Autumn term 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Board meetings focused on Financial security and future projections 		<ul style="list-style-type: none"> Agenda & minutes 	<ul style="list-style-type: none"> 	
Statutory Policies	<ul style="list-style-type: none"> Continue to update Statutory polices 	SW	<ul style="list-style-type: none"> Policies developed and presented to Policy group for Board approval 	<ul style="list-style-type: none"> Board agreement and published 	
	<ul style="list-style-type: none"> Continue to prepare Trust wide policies 				
	<ul style="list-style-type: none"> VALT policies published on Trust website 				
Review and challenge Strategic plan at each meeting	Strategic Plan to focus on: <ol style="list-style-type: none"> Schools being centres of excellence, Ensuring collaboration within the trust, Financial stability and operational strength, Leadership & Governance and MAT stability & future growth 		<ul style="list-style-type: none"> Board has strategic plan as standing item 	<ul style="list-style-type: none"> Progress on key areas 	
	<ul style="list-style-type: none"> Strategic plan progress and outcomes to be reviewed and challenged at each board meeting 				
	<ul style="list-style-type: none"> Summary of SIP and SEF from each school tabled with Board with associated measures and actions 				
	<ul style="list-style-type: none"> Individual school improvement plans highlight key areas for improvement lead by LGB and termly reports to the Board 				

Priority 5: MAT stability and future growth					
Focus to improve/Achieve	Strategy / Actions	Lead	Progress Checks	Impact Reports	Costs
Communication strategy	<ul style="list-style-type: none"> Ensure our vision, aims and priorities are agreed by the board. 	SW	<ul style="list-style-type: none"> Board agreement 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Develop Trust Wide (VISION ALT) communication - branded and published 		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
Website	<ul style="list-style-type: none"> Ensure VISION ALT website is compliant with DfE requirements 	SW	<ul style="list-style-type: none"> Website compliance 	<ul style="list-style-type: none"> Website checks 	£1,000
	<ul style="list-style-type: none"> Using the centralised IT team, ensure all schools websites are DfE compliant 	JT	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Centralise all documents and information pertinent to the Trust 	JT	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
Trust Consolidation and further growth	<p>1) VISION ALT has been approved by DfE as the preferred sponsor for Huntcliff School. The target date for conversion into the Trust is the 1st January 2021.</p> <p>2) Saltburn Primary School has submitted to DfE a conversion into VALT.</p> <ul style="list-style-type: none"> During the autumn term both schools will undertake: <ul style="list-style-type: none"> the CTA, TUPE, HR in preparation for 1st Dec through the services of AVEC and Womble Bond Dickinson t Complete a deep analysis of finances and 3 year projections Complete an analysis of outcomes, attendance, behaviour and the quality of education to form a list of critical priorities and actions. 	SW JT	<ul style="list-style-type: none"> Board Progress checks Board presentation by WBD 	<ul style="list-style-type: none"> Board 	
	<ul style="list-style-type: none"> Following the RSC letter, the CEO will visit large Academy Trusts to develop a broader experience to inform future strategic plan, financial planning, staffing, improvement strategies, central services etc. 	SW	<ul style="list-style-type: none"> Dec 2020 	<ul style="list-style-type: none"> Report to Board 	
	<ul style="list-style-type: none"> Develop a 2 year future growth strategy to be tabled at the Board during the autumn / spring term. 	SW	<ul style="list-style-type: none"> Dec 2020 (initial plan) Feb 2021 for the final plan 	<ul style="list-style-type: none"> Board agenda 	
Relationships with other schools / academies and MAT's	<ul style="list-style-type: none"> Continue relationships through Teaching Alliance and NLE network. 	SW	<ul style="list-style-type: none"> TT going well 	<ul style="list-style-type: none"> Report to Board 	
	<ul style="list-style-type: none"> Work with other CEO's across Tees Valley to develop partnership arrangements, bid applications and sharing best practice. 	SW	<ul style="list-style-type: none"> Positive partnerships. 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Continue relationships through Tees Valley Combined Authority 	SW	<ul style="list-style-type: none"> TVCA opportunities 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> CEO will be the NLE for Laurence Jackson School as part of the Dept. for Education ONE Vision programme. Develop strong relationship with RSC. 	SW	<ul style="list-style-type: none"> ONE Vision reports 	<ul style="list-style-type: none"> Updates to the Board 	