

Symphony Learning TRUST

'Aspiration, Innovation, Excellence'

Business Plan 2018-2019

Approved by Trustees December 2018

Review December 2019

Ashby Willesley



Old Mill



Fairfield



Glen Hills



Newcroft



The Meadow



Thornton



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Executive Summary

Symphony Learning Trust is a Multi-Academy Trust that places outstanding learning and teaching at the heart of all its activities. Our founding ethos is that all schools in the Trust are committed to continuing to raise standards and to inspire young minds. In an ever-changing world, Symphony Learning Trust schools are committed to provide balanced, inspirational and exciting learning experiences for our pupils, with our values of aspiration, effort, tolerance and integrity underpinning this drive. Symphony Learning Trust has a proven track record of devising and leading national initiatives (such as 'Symphony Assessment System and Symphony On-Track) and highly effective School to School support. We are proud of the impact we have upon outcomes for children across schools. All schools in Symphony are committed to continuing to raise standards and to inspire young minds.

We believe that strong collaboration with shared accountability can lead to better progress and attainment for pupils, and help all of the schools in our Trust meet rising expectations and to improve:

- Outcomes for children;
- Opportunities for economies of scale;
- The robust nature of our accountability towards and for one another;
- All schools' capacity to dictate their own direction and work within their local communities, offering bespoke services which meet the needs of their specific communities;
- This helps us to continue to build upon the work of Symphony, in which:
- Our school leaders and teachers share thinking and planning to spread expertise and tackle challenges together;
- Our Local Governors come together to share strategic thinking, to combine skills and to support each other during challenging times;
- Shared professional development can more easily be arranged, whether led by staff from one of the partner schools or an outside body, with separate events for our northern schools' hub (North Leicestershire) and southern schools' hub (South Leicestershire and Leicester City).

Symphony is a Multi-Academy Trust which shares the accountability for outcomes and additionally benefits from the fact that:

- Our school leaders, teachers and other staff can be shared across more than one school, enabling us to find different solutions to recruitment challenges, to retain staff by providing new opportunities within the group and to plan succession more effectively;
- Our groups of schools find it easier to find and fund specialist expertise (specialist teachers and specialists in areas such as data analysis, finance, health and safety, HR) and provide richer curricular and extra-curricular activities;
- No school would ever be left vulnerable in a crisis but the significant expertise of each can be utilised on an equal footing.

Symphony Learning Trust was formed on the 1st September 2016, with the following schools: - Ashby Willesley Primary School; Fairfield Primary School; Glen Hills Primary School; Newcroft Primary Academy and Pre-School; The Meadow Community Primary School and Pre-school; Thornton Primary School. In September 2017, Old Mill Primary joined the Trust.

As part of a coherent vision to act together in a deep partnership, the trust was formed with a Board of Members, Trustees and Local Governing Bodies. None of the schools are sponsored but we have approval to become a sponsor. The Trust is open to other schools joining as determined and agreed by the Trustees. Over the next 3 years, the Trust intends to expand to at least ten schools educating over 3,000 children.

Object

The Company's 'object' is specifically restricted to the following:

- a) *To advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing a school offering a broad and balanced curriculum ("the Academy").*
- b) *To promote for the benefit of the inhabitants of Glen Parva and the surrounding area (which we take to be wider than solely Glen Parva) the provision of facilities for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age, affinity or disablement, financial hardship or social and economic circumstances or for the public at large in the interests of social welfare and the object of improving the condition of life of the said inhabitants.*

Mission Statement

Aspiration, Innovation and Excellence is at the heart of the Symphony Learning Trust, with outstanding teaching and learning a core purpose of all its activities. Our founding ethos is that all schools in the trust are unique, yet committed to continuing to raise standards and to inspire young minds.

Key Aims

1. All schools have an OFSTED rating of good or better;
2. To have a robust school monitoring and support strategy to ensure the best possible outcomes for all children in Symphony Learning Trust;
3. Children make the best progress and achieve the highest standards. This will result in all schools (which have been in SLT for at least eighteen months), achieving above the national average by the end of KS2 for 'at expected' and 'greater depth';
4. To grow as a MAT to include least 12 schools by 2021;
5. To offer an educational entitlement to all children which goes beyond the classroom, having rigorous safeguarding and well-being school cultures and promotes British Values;
6. Through collaboration with Symphony Learning School Alliance, there is an effective programme for school to school support and growing leaders for the future.

Focus	Ref to Key Aim	Outcomes
1. Leadership and Management	6	Develop and Implement systems of due diligence as a framework for all schools in the MAT and a set of standards for schools to provide consistency in environment, communication, parental engagement, enrichment
	6	Implement a recruitment & retention strategy based on a positive ethos, professional development and enhanced opportunities for all staff in order that SLT can become an 'employer of choice'
	2	Implement a Quality Assurance Programme across the Trust with validation/peer review to continually challenge expectations in all schools
2. Teaching, Learning and Assessment	2	Implement a consistent and secure system of Assessment across the Trust to maximise pupil progress to drive standards forward
	2	Develop projects to improve pedagogy across the MAT
	2	Develop and implement systems of cross-MAT moderation and quality assurance
3. Behaviour, Safety and Welfare of Pupils (including mental health)	5	Implement rigorous safeguarding processes in all schools to ensure the highest standards of safety in all schools
	5	Implement the highest expectations of Behaviour for Learning in all classes
	5	Embed a strong ethos in each school by promoting British Values and global citizenship
	5	Develop systems for schools in supporting children's mental health and well-being
4. Outcomes for Pupils and groups	3	Year 6 – above national average for progress and for standards in all schools
	3	Develop systems to ensure that all stakeholders uphold the values of Aspiration, Innovation and Excellence
	3	Outcomes for disadvantaged groups above national to help close the gap
5. Outward Looking (Teaching Schools)	6	Embed Initial Teacher Training in order to develop the next phase of outstanding teachers for the Trust
	6	Develop and Implement an appropriate professional development curriculum for staff
	6	Implement Leadership Development programmes to enable staff to progress and to encourage retention within the profession (career pathways)
	6	Implement School to School Support where needed

Strategic Partnerships

Symphony Teaching School includes all of the schools in Symphony Learning Trust, but is open to other schools to join. It offers Initial Teacher Training, Continuing Professional Development and School to School Support. The lead school is Newcroft Primary Academy.

Symphony Teaching School offers two routes to Qualified Teacher Status (QTS) through Glen Hills Primary School (with Northampton University) and Newcroft Primary Academy School Direct (with the University of Leicester).

Symphony Teaching School offers a range of professional development opportunities for teachers and school support staff, extending our strong learning culture to schools we work with. These build on initial teacher training and induction. The teaching school will:-

- identify the best teachers and leaders from across the alliance to provide school-based professional development in any areas of expertise;
- tailor development to meet the specific needs of schools;
- offer coaching and mentoring through NLEs and SLEs;
- evaluate the impact of professional development across the alliance;
- offer opportunities for formal accreditation or school-based research (through EEF);
- have a specific focus this year on:
 - Maths (acquisition of Multiplication and division facts)
 - Assessment (using Symphony On Track – which is used by over 300 schools across the country)
 - Child Mental Health ('Route to Resilience' - a NHS project to embed mental health awareness as whole-school approaches)

The Teaching Alliance is developing successful succession planning strategies to identify and develop people to fill leadership positions in the future.

The Teaching School leads the co-ordination of school-to-school support, including brokerage of national leaders of education (NLE), specialist leaders of education (SLE) and national leaders of governance (NLG) when required. This usually involves **working with a school or academy in challenging circumstances to bring about improvement.**

Symphony has **SLEs with the following specialisms:**

- Leadership of continuing professional development (CPD)
- School business management and financial management
- Closing the gap (we have a trained **Pupil Premium Reviewer**)
- Early Years
- English
- Maths
- Phonics
- Physical Education (PE)

- Science
- Special educational needs (SEN)
- Support for most able pupils
- Initial teacher training (ITT) and newly qualified teacher (NQT) development
- Assessment
- Behaviour and discipline
- Symphony Teaching School ensures that the best leaders are working to improve the quality of teaching and leadership where it is most needed.
- This includes deciding how to use the services of system leaders to provide support to other schools, such as:
 - middle and senior leaders working as specialist leaders of education
 - Head teachers working as local and national leaders of education
 - chairs of governors working as national leaders of governance

Leicestershire CFO/CEO MAT Networks

These regular meetings allow the CEO and the CFO to discuss local, regional and national issues as well as offering the opportunity to collaborate on projects and bids.

Strategic Business Group – the CFO attends finance network groups with other Trusts to ensure financial resilience, develop financial strategies, benchmark and update KPI's by sharing best practice.

The Trust is pro-active in engaging with other multi-academy trusts across Leicestershire and beyond.

Growth

The growth plan for the trust is to expand to have in excess of 3000 pupils by September 2021. This could be though:-

- Expansion of our present schools;
- Opening new schools;
- Existing schools joining the Trust.

The growth model is centered on capacity, ensuring that the Trust has the internal capacity, both within the central team and our present school in the Trust, to effect positive change in supporting all schools to become outstanding. Capacity is based on a 4:1 ratio, whereby there are a minimum of four good or better schools (those with the capacity to support) to one school requiring support. We expect this ratio to reduce to 3:1 as the trust expands. Trustees recognise that an annual review of the central team is necessary to continue to support growth.

The growth plan of the Trust is measured and deliberate to ensure that it is sustainable, and there is sufficient school improvement and business development capacity. The experience of establishing and growing a Multi Academy Trust has enabled the Trust to clearly identify principles for growth, effective strategies and systems to ensure consistency and impact, and to develop at a sustainable rate.

We have also learned the importance of:

- A robust school improvement offer, bespoke to each school, to ensure continuous and measurable progress for all schools regardless of its Ofsted category.
- A 'core services' offer costed and designed to ensure functionality and capacity of the central Trust team as well as to ensure academies receive a value-for-money school improvement and support services offer.
- A robust conversion and due diligence process ensuring recommendations of the Executive team and the decisions taken by the Board of Trustees reflect the strengths of potential schools, the key areas for development, the capacity of the Trust to deliver school improvement and the potential liabilities to the Trust. This process engages with all elements of the school: school improvement, leadership, business, finance, estates, resourcing, ICT, outcomes for pupils, governance, health and safety and safeguarding.
- Ensuring that the central team (which includes Trust staff, Executive team, School Improvement team and Executive Business team), governance structure and are based on sustainable and affordable growth. It should also ensure the vision, values, ethos and quality of the Trust offer remain consistent or improve with expansion.

Our business plan targets the following growth pattern over the next three years:

2018/19 – **7 current schools** with one application for a new school in Ashby and recruiting one other ‘good’ school to join the Trust;

2019/20 – **8 good schools** with the offer of inviting two other schools to join the Trust which require support and continued work with the opening of the new school in 2022;

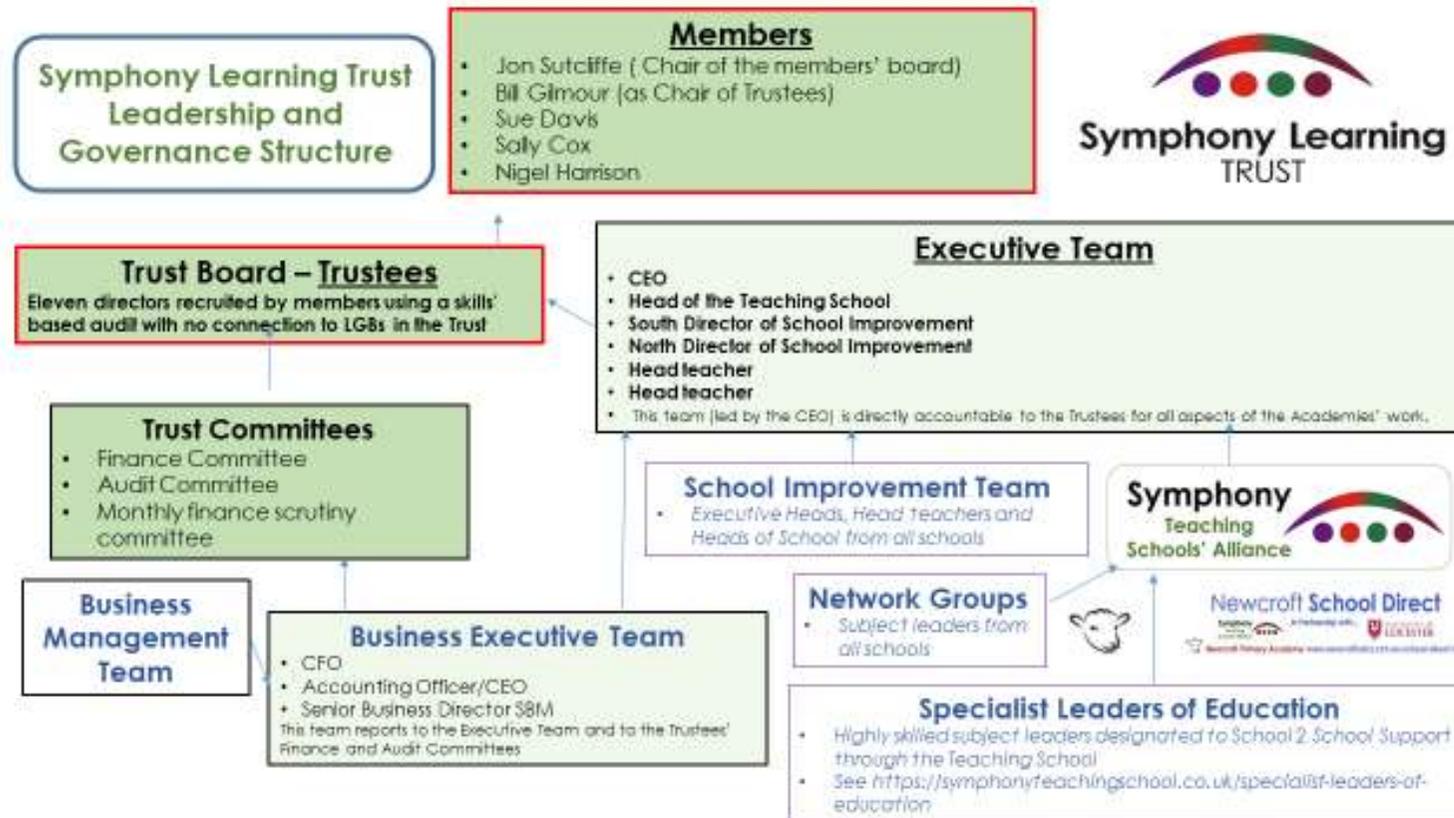
2020/21 – **10 schools**, with two other good or requiring support schools joining the Trust.

Financial Position

As part of the financial review, school KPIs and spending have been benchmarked to review against National data and the Trust's Key Performance Indicators, in line with those recommended in the DFE's '**Schools financial efficiency: top 10 planning checks for Trustees**' guidance. Schools undertake monthly cash flow and budget monitoring reviews to ensure that financial planning meets KPIs detailed in the section below. Schools forecast resources utilising planning tools to ensure they have a balanced budget and these are scrutinised by LGBs and Trustees.

Structure

September 2018/19



The trust has a projected staffing structure based on anticipated growth over the next three years. To achieve the projected growth, the trust have identified the following structure to enhance capacity.

September 2019/20

To be agreed January 2019

Leadership Structure

Executive Team

The Symphony Learning Trust “Executive Team” is the executive management arm of the Academy Trust, focusing on operations and the educational performance of the Academies. They operate under the leadership and direction of the CEO, accountable to the board of Trustees. The Executive Team work directly with the staff in each school and the Local Governing Bodies to ensure that the required outcomes are achieved in accordance with the direction and vision of the Trust Board. The Executive Team forms the sub-committee of the Trust Board focusing on 'Educational Standards and Performance'. The Executive Team devise the strategy for intervention and school to school support as well as monitoring standards in all schools.

Business Management Team

The Symphony Learning Trust “Business Management Team” is the team which manages aspects of finance and personnel across the Trust. They report to the Executive Team and to the Trust Finance Committee

School Improvement Team

The Symphony Learning Trust “School Improvement Team” is the team which meets to plan for improvements and innovation to Teaching and Learning across the Trust. It comprises all of the most senior leaders in each school and shares expertise for a strategic approach to improvement in standards. The most senior leaders of new schools in the Trust automatically join this team.

Subject Leader Network Groups

The Subject Leader Network Groups are designed to share expertise and distribute knowledge of the most up to date local and national priorities. This group reports to the School Improvement Team. Each group comprises subject/area leaders from each school in the following categories:

- English
- Mathematics
- Special Educational Needs
- Computing
- Early Years
- Year 6

Subject / area leaders of new schools in the Trust automatically join these groups.

Other groups are convened as and when deemed necessary by the School Improvement Team.

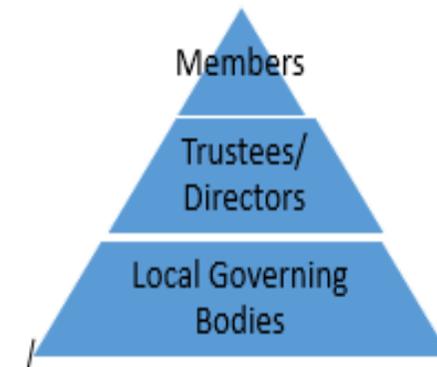
Specialist Leaders of Educations

The strongest leaders in each school able to provide support to other schools designated through the Symphony Teaching Schools Alliance.

Governance Structure

Members – (five)

- Three external to the Trust (Sarah Cox, Jon Sutcliffe, Sue Davis) and two from the trustee board (Chair, Bill Gilmour and Vice-Chair, Nigel Harrison);
- Meet at four times per year:
- Presentation of accounts appoint the trust external auditor;
- Report presented by the Trustees (overview of performance).



Symphony Learning Trust has “Members” who are best viewed as guardians of the constitution, changing the Articles if necessary and ensuring the charitable object is fulfilled. The Members appoint the Trustees and can exercise reserve powers to appoint and remove Trustees but it is anticipated that this power will be rarely exercised. The Academy Trust will ordinarily have at least five Members.

Trustees - (eleven)

- No trustee will be employed by the SLT;
- A programme of trustee replacement advised by Academy Ambassadors has ensured that 10 out of the 11 do not have an interest at Local Governor level. The aim being that by July 2019, all trustees will have no association with a LGB;
- Appointed by the members based on skills audit;
- Meet four times per year;
- Presentation of an overview of performance of each individual school;
- Strategic approach to agree priorities for the MAT;
- Utilise skills-based expertise to delegate resources.

The corporate management and trustee responsibility for the actions of the company is vested in the “Trustees” of the Academy Trust (together, referred to as “the Trust Board”), who are company directors registered with Companies House. The Trustees are personally responsible for the actions of the Academy Trust and the Academies and are accountable to the Members, to the Secretary of State for Education and to the wider community for the quality of the education received by all pupils of the Academies and for the expenditure of public money. The Trustees are required, as trustees and pursuant to the Funding Agreements, to have systems in place through which they can assure themselves of the

quality, safety and good practice of the affairs of the Academy Trust. The role of the Trust Board is reflected in the '21 questions that every Multi-academy Trust should ask itself', identified by the All Party Parliamentary Group on Education Governance and Leadership (January 2015), and which states:

- Setting the vision, ethos and strategy for the Academy Trust and its academies over the next three to five years;
- Establishing the governance structures for the Academy Trust, from Members to Academy level, in keeping with the Articles of Association;
- Providing clarity, through the published Terms of Reference and the Roles and Functions Matrix, of the level at which the following governance functions are exercised:
 - Determining each individual Academy's vision, ethos and strategic direction
 - Recruiting each Academy's Head teacher or Executive Head teacher
 - Performance management of each Academy's Head teacher
 - Determining Human Resources policy and practice
 - Oversight of each Academy's budget
 - Assessment of the risks for each Academy.
- Setting the level at which the LGBs will have authority and accountability through the scheme of delegation;
- Engaging with the Academies' communities, parents, pupils and staff;
- Contributing to developing collaborative relationships beyond the Academy Trust;
- Ensuring that there is a strong and effective executive leadership structure and personnel in place across the Trust;
- Overview and scrutiny of Academies' education performance data;
- Overview and scrutiny of the Academy Trust's financial capability and management systems to ensure compliance with the Academies Financial Handbook, and deliver best value for money;
- Ensuring senior leaders within Academies are challenged to improve the education of pupils;
- Developing the Trust Board to ensure that it has the capacity, skills and succession plans to have a positive impact on outcomes for pupils.
- The Trust Board sets Trust-wide policy.

MAT Committees

Sub-committees of the trustees include:-

- **Finance and Audit Committee** (up to five trustees, CFO, CEO/Accounting Officer)- meets four times a year.

This includes the delegated Management Accounts' Review group (CFO, CEO and Chair of Trustees) which meets every 4 weeks to review ;

Local Governing Bodies (LGBs)

The role of a Local Governor within a Multi-Academy Trust is an important one. In developing our governance arrangements, the Trust Board has sought to ensure that the responsibility to govern is vested in those closest to the impact of decision making and that such responsibility matches the capacity of those assuming responsibility. The Trust Board establishes Local Governing Bodies for each of the Academies, for the most part made up of individuals drawn from the Academy's community, both as elected and appointed members. The Local Governors are accountable to the Trust Board (who, in turn, are accountable to the Department for Education) as well as to the communities they serve. The broad duties of the Local Governing Body are summarised as:

- To contribute to and fulfil the vision and ethos of Symphony Learning Trust in so far as it relates to the Academy, ensuring that the Academy achieves the aims and ambitions it has for its pupils, having regard in particular to the benefits of being part of a family of schools which stresses the importance of collaboration and mutual support;
- To implement and review from time to time the strategic plan for the Academy, focusing on the Academy's performance and achieving sustained school improvement and having regard to any locally agreed priorities identified by the Trust Board and to the MAT Strategic Business Plan;
- To act as a critical friend to the Academy's senior leadership team, being ready to challenge and hold senior leaders to account for all aspects of the Academy's performance;
- To oversee the management of the finances of the Academy, assessing the annual budget prepared by the Academy's Head teacher or Executive Head teacher (with the support of the Academy's senior leadership team) and submitting such for approval by the Regional Board and the Trust Board, ensuring that the Academy works within its budget and the Academy's senior leadership team adopts and implements appropriate risk and financial management policies and practices;
- To support the Trust Board in ensuring that insurance or equivalent risk protection is put in place and maintained for all risk areas including damage to property, employer liability, public and third party liability and director liability in accordance with any policy issued by the Trust Board from time to time;
- To support the Academy's Head teacher or Executive Head teacher in the development and review (from time to time) of an appropriate staffing structure for the Academy, ensuring there is robust and accountable monitoring of the performance of staff and implementing all and any policies relating to staff adopted by the Trust Board;
- To support the Trust Board in its monitoring and evaluation of the delivery of any central services and functions provided or procured by the Academy Trust for the Academies, reporting any issues or concerns to the Executive Team (which includes the CEO) or the Chair of the Trust Board;
- To promote within the organisation and externally the benefits of collaboration with the other Academies and to actively seek opportunities to work together either with the aim of improving economic efficiencies within the Academies or identifying and implementing best practice;

- To develop effective links within the Academy's community, communicating openly and frequently as appropriate and ensuring that the Academy meets its responsibilities to the community and serves the community's needs in relation to the safeguarding and education of its pupils; and
- To engage fully and openly with any inspection of the Academy, whether by the Trust Board, the Executive Team, Ofsted or any other appropriate public body to whom the Academy is accountable.

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School Performance Strategy including Key Performance Indicators

- Data analysis of teacher assessment(O track)
- Standardised Scores (PIRA and PUMA)
- External data (GLD, Phonics, SATS)
- ASP and LIAISE analysis
- Other reports
- OFSTED grade
- Risk assessment

Intelligence Gathering

- Category 1- Stable, high performing and able to offer support
- Category 2 - Stable and high performing
- Category 3 - Repairing and trajectory of improvement
- Category 4 - High risk (Ofsted 4, or 2 inspections judged 'I.R')

School Categorisation

Review

- School Improvement Plan
- SEF

Annual Partnership

- Bespoke to each school to include:
- Category 1 and 2- light touch peer review, annual meeting with CEO and local governors
- Category 2 - Full peer review, S2S support plan, termly
- Category 3 - Full peer review, S2S support plan, termly review
- Category 4 - see 'schools causing concern' -



Category 1 schools

- Light touch peer review
- Partnership review
- Curriculum and school improvement group membership
- Data analysis and bench marking



Curriculum and school improvement

Category 2 schools

- As above and...
- Review each term
- Bespoke school support plan



Category 3 and 4 schools

- As above and...
- Full peer review instead of light touch review
- Every half term reviews instead of termly
- Also see ' Schools causing concern'

Strategic Development of the Trust

- The Trust has a robust process of due diligence to approve potential new academies;
- The Trust has a long-term vision for growth;
- The Trust ensures capacity within schools to enable support of schools identified as requiring improvement, maintaining a proportion of four good schools to support every one school requiring improvement;
- Trustees review the staffing structure on an annual basis in response to the growth of the Trust;
- The executive team communicates effectively with individual schools ensuring that all sections of the school community and staff have a clear understanding of the vision and impact of the Trust;
- The Trust has mechanisms to communicate individually with LGBs to ensure local governors have a clear understanding of the vision, development and impact of the Trust;
- The Trust aims to have a strong reputation locally, regionally and nationally with all key stakeholders;
- The Trust executive teams (education and business) has appropriate skills and capacity and provides effective and efficient management of the Trust;
- The Trust uses national benchmarks to challenge and provide quality assurance;
- The Trust carefully monitors and mitigates against organisation risk;
- All schools engage in trust wide activity, including collaborative review, learning and development opportunities.

Trust Governance and Accountability

- Roles and responsibilities of trustees are clear with particular clarity regarding child protection and Safeguarding policy and practice;
- The Board of Trustees is comprised of individuals with an appropriate range of skills and experience;
- Trustees have clarity and champion the vision and values of the Trust;
- LGBs are clear on their responsibilities through the scheme of delegation and terms of reference;
- The Trust measures the effectiveness of LGBs and intervenes where necessary;
- The Trust governance structure is designed for the context of the schools being governed with provision for escalation of issues to the Trust Board;
- The Trust provides effective support and training to develop effective governance in all schools;
- The Trust measures the effectiveness of Head teachers and intervenes where necessary;
- Data: The Trust has a calendar of data collection, submitted accurately and in a timely manner, to enable systematic monitoring of school performance;
- Compliance: all schools are compliant in statutory policy and website content;
- Trustees and LGBs have an understanding of financial planning and accountability.

- Safeguarding is monitored effectively with clear lines of accountability.

Outcomes for children - based on three years' of data

	Ashby Willesley	Fairfield	Glen Hills	Newcroft	Old Mill	The Meadow	Thornton	Trust average
EYFS - GLD	Above national	Below national	At national	At national	Above national	At national	At national	At national
Y1 - Phonics	Above national	At national	At national	At national	Above national	At national	At national	At national
End of KS1	Above national	At national	At national	At national	Above national	At national	At national	At national
End of KS2	Significantly above national	At national	Slightly above national	Slightly above national	Significantly above national	Slightly above national	At national	Above national

School performance

The Trust school improvement offer demonstrates a measurable impact on the performance of all schools which is 'Highly Effective', which is evidenced by:-

- All schools make year-on-year progress in improving performance against Ofsted criteria;
- 100% of T&L to be graded good or better with clear evidence of impact by the Trust;
- Leadership across all schools is highly effective and demonstrates a positive impact on school performance;
- LGBs across all schools are highly effective and demonstrates a positive impact on school performance;
- Where performance is in-effective, the Trust quickly and effectively intervenes.
- Trust school exclusions are below the national average, with clear improvement year on year;
- Attendance in all schools is at or above the national average and continues to improve. Trust baseline set at 96% with an aspirational target of 97%, with clear improvement year on year;
- Safeguarding in all schools is effective.

Business and Finance

- The central Trust financial plan is aligned to the strategic business plan ensuring resources are deployed to deliver the Trust strategy for schools;
- All financial controls and policies are in place;
- Finances across the Trust are well managed, achieve value for money and are tested and benchmarked across other schools;
- Financially 3-year budget plans are in place for all schools and the Trust;
- A 1% surplus is maintained across the Trust;
- Staffing expenditure is maintained for all schools and a Trust target is agreed each year;
- Through collective procurement, the Trust is able to evidence savings;
- The Trust is a single employer with consistent HR policies and practice.

Talent management and Staff retention

- The Trust has a robust process in place to ensure a 3-year workforce development plan, identifying and developing talent and enabling succession planning;
- All staff at all levels have a personalised and bespoke development plan, irrespective of stage of career;
- Evidence demonstrates that staff well-being is effectively promoted and practiced across all Trust schools;
- The Trust has a clear understanding of skills across the trust and strategically moves strong staff to impact on schools;
- All schools access and engage in professional development at all levels within and beyond Symphony Teaching School, with a measurable impact. This includes CPD events, National professional programmes and enquiry based learning.
- Staff retention across the Trust is a strength, with low mobility outside of the Trust for talented staff.
- 100% of vacancies across the Trust filled by permanent appointments, supported by the Trust and Teaching School including SCITT trainees, NQTs and Leadership positions;
- The Trust effectively utilises the expertise of leaders to support other schools and Trust priorities.

Estates and ICT

- Estates: The Trust has an effective 5-year strategy and programmes of works produced, driven by priority, resources and availability/ securing of funding;
- Estates: Roles and responsibilities are clear across the Trust and individual schools to deliver site compliance, maintenance and development – trustees, central, executive and business teams and schools;
- Site maintenance and development is strategically managed and linked to budget;
- ICT: enables connectivity and communication;

- ICT: The Trust has developed and implemented a single platform for online systems, applications and storage – Trust and all schools

Health and Safety

- Emergency procedures: all staff are aware and compliant in school/Trust emergency procedures and reporting;
- Health & Safety procedures: all staff are aware and compliant in school/Trust H&S procedures and reporting;
- Every school has a Risk Register, which is reviewed each term and updated.

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Three Year Action Plan

	Operations	Finance	Education	Governance	Growth
2018/19	<ul style="list-style-type: none"> • Centralised services 	<ul style="list-style-type: none"> • New Finance package • Centralised costs • Benchmarking 	<ul style="list-style-type: none"> • Route to Resilience • Monitoring arrangements • Implementation of new school Improvement Strategy • Curriculum review • Workload review 	<ul style="list-style-type: none"> • Revised Trustee structure • LGB meetings to include link trustee • Introduction of LGB and Trustee Liaison Group (Chairs' Board) • Management Accounts meetings • Consider options for merger with another Trust 	<ul style="list-style-type: none"> • New school bid – February 2019 • Approach at least two other others (Leics City or County)
2019/20	<ul style="list-style-type: none"> • Centralised staffing 	<ul style="list-style-type: none"> • Merge payroll • Use of DFE and other frameworks • Curriculum led finance planning 	<ul style="list-style-type: none"> • Implement findings of curriculum review 	<ul style="list-style-type: none"> • Annual review of effectiveness of governance 	<ul style="list-style-type: none"> • 2 more schools
2020/21	<ul style="list-style-type: none"> • Investigate options for HR services 	<ul style="list-style-type: none"> • Cloud based software 		<ul style="list-style-type: none"> • Annual review of effectiveness of governance 	<ul style="list-style-type: none"> • At least 3000 pupils across Trust