Wessex Learning Trust
Perfect Vision - Outstanding and Beyond
Five Year Vision into Action - 2018 to 2023 v2020

CORE: Vision, Culture, Ethos		
Objective	**Vision Objectives**	**Intended Impact**
1. Secure Clarity of Purpose	A. Wessex has a clear and compelling vision for the quality of education that we expect to be delivered by all staff B. Wessex's vision for educational excellence is achieved through an aligned language and expectations C. Roles of all persons responsible for driving school improvement are clear	• The 'Wessex Dividend' for being in the family is clear: great outcomes and experiences for young people, fantastic place to work for staff • A can-do belief culture permeates through staff and learners • Staff and learners are keen and competitive to want to do well, all sharing a positive mental attitude • The focus is clearly on classrooms, progress, deep learning, deep thinking and on participation, creativity and employability
2. Understand the needs of learners and school leaders	A. Analysis of school data to understand variations & trends in performance between sub groups is undertaken and actioned B. A manageable set of priorities for improvement to meet the specific needs of learners & staff is developed & monitored D. A sense of strong collective responsibility is nurtured	• Forensic analysis and quality feedback helps learners achieve and teachers to target the learning • Priorities in place and include: strengthened welfare provision and greater resilience in learners; character education further developed through participation (in activities) • Sense of TEAM is created with staff empowered
3. Lead a culture of improvement	A. Ambitious aspirations and expectations for all learners across all Wessex schools are continuously reinforced B. A clear relationship between leadership and accountability for school improvement is explicit C. Secure highly motivated staff and promote the willingness to support others	• The 100 things done 1% better campaign launched (Humphrey Walters, First Class Basics). Employability strategy launched • Strong self-improving culture exists across all teams • Staff go the extra mile for each other, their team, their school and their learners
4. Lead a Christian / morally & ethically focused school	A. The Christian or morally & ethically -focused character of Wessex schools contribute to the academic achievement, personal development and wellbeing of all learners, regardless of their ability, background, race or religion B. The Christian or morally & ethically -focused character of Wessex schools supports the spiritual, moral, social and cultural development of all learners whether they are Christian, of other faiths or of none C. The distinctively Christian / morally & ethically -focused character of Wessex shapes the relationships between all members of the school community D. The Christian / morally & ethically -focused character of Wessex promotes an understanding of and respect for diverse communities	• Character education developed and celebrates the flourishing of individuals, communities, families and societies, through the cultivation and encouragement of an expansive range of moral, spiritual, intellectual, civic and performance character virtues • Our ethos is central to our over-arching vision to how we develop learners promoting life in all its fullness, developing virtues & seeing them as character in action, grown through experience and demonstrated in time • Character education equips young people to grow in wisdom, hope, community and dignity shaping each individual's developmental story. It is fundamental to the pursuit of academic excellence, and stands at the heart of all aspirational teaching, learning and pastoral care.

Strategic Aim: 1.Deliver outstanding academic outcomes through effective Teaching & Learning		
R/A/G	**Vision Intentions**	**Intended Impact**
	A: Embed World Class Basics • Our approach to teaching and learning is underpinned by core principles informed by an evidence base of proven practice. These provide a common language which facilitates conversations about teaching and learning across each school. There are regular opportunities for teaching staff to see and learn from really great practice across the Trust • Phase and subject expertise across Wessex plays a vital role in developing excellent subject and phase pedagogy. School & system leaders set clear expectations for the learning environment. Schools access strong systems for behavioural support when needed leading to high standards across Wessex • Schools to promote *world class basic* positive relationships between staff, learners, setting high expectations with a 'can-do' ethos • Schools to promote effective classroom routines as part of the Small Things Matter drive / do 100 things 1% better • Drive the *world class basics* on equipment for lessons and keeping exercise books neat and tidy, with titles underlined and work dated with no loose sheets (learning essentials and book presentation) • System leaders to re-affirm the policy on the marking of spelling, punctuation and grammar (SPAG) in Trust schools • Effective differentiation is in place in lessons and every learner counts in every lesson with effective pedagogy and engagement strategies, including those for Lower Ability Pupils (LAPS) and ensuring that *Small Interventions* in lessons take place to drive progress for all • Lessons to have Pace, Variety and Challenge (PVC) • Leadership of teaching and learning is prioritised as the most important improvement activity in schools by Trust Heads • Leadership of teaching is informed by core principles of learning bringing coherence and depth to the design and development of programmes and support • Schools are involved in developing and learning about what works, uses evidence intelligently, and changes practice based on our own in-school evaluations and external research • There are strong systems in place for engaging and involving learners and using this information to improve teaching and learning • Trust schools are effective in providing an inclusive learning environment	• Excellent progress outcomes for all learners. Progress Levels are all above national averages. Subject transitions are above national averages. Books clearly show progress over time • The planning and delivery of learning (implementation) is adjusted to the learners 'in front' of the teacher (differentiation) according to that learners personal context, such as prior learning, needs analysis, gender, SEND need and so forth. • Lesson planning and schemes of learning are agile to take into account these needs of individual learners, their assessment points and the learning that has gone before them, is happening right now in other areas of the school and what will come in front of them throughout the Trust / other schools • 'Co-ordinated' Wessex learning language taxonomy drives autonomous thinking & learning • High expectations of learning and behaviour are understood by learners through effective and consistently applied processes (class rules) and positive relationships • Classroom and corridor protocols and rules are clear for learners and consistently applied and checked by leaders (behaviour for learning). These include clear entry and exit protocols for classrooms, limiting learners exiting from lessons for little l reasons, seating plans etc • Learners bring the right equipment and books to their lesson • Learning objectives and success criteria are explained to learners. There is a focus on the process skills of (deep) thinking (for yourself) with scaffolds and toolkits for staff and learners • High standards & expectations are driven in every class with every type of learner with every member of staff & made explicit • Criteria on walls of classrooms & used in assessment feedback. QA by Trust • Trust lesson and Trust Learning policy & ethos are non-negotiables within an agreed Trust Learning Framework • Wessex School Improvement Team work directly with schools' teaching & learning leads, self-evaluating progress and planning / delivering continuous professional learning to address any needs

R/A/G	**B: Drive the Thinking School Philosophy**	
	- Schools foster a culture of reflective learning and intellectual curiosity with a love for learning, 'Making Every Lesson Count' using Thinking School & Enquiring Minds. - Trust lessons have engagement, challenge, variety of appropriate challenging meaningful activity and pace with pupils showing positive attitudes to learning - Schools have a 'learning language' along the lines of learning power / Claxton so that deeper thinking can be expediated and skills for learning be developed systematically - Knowledge, Attitudes, Skills, Habits (KASH) is embedded in schemes of learning *Blooms Taxonomies* relating to subjects/themes are woven into schemes to promote deeper thinking in each subject area (secondary/middle & upper) - Deep Questioning is embed as teaching tool with staff & learners - Formative assessment is embedded *(John Hattie, Deeper Learning)* with differentiated starting points, planned learning sequences, regular lesson pit-stops and quality AfL - Subject *Interleaving* to keep subject knowledge fresh and related (particularly secondary/middle & upper) takes place in lessons - Subject assessment criteria is used with model answers with the teacher as acting as the learning coach (secondary/middle/upper) - Reflective marking and question level analysis is embedded in assessment, AFL, marking and next step feedback are central to everyday classroom activity and support progress	- The Trust has a profile as a centre of excellence in teaching and learning. Relationships with staff and learners are excellent. - Deep questioning embedded & part of regular classroom practice. Synergy of learning language developed. Learners understand the taxonomy of learning language as they move through the Trust education system. KASH made explicit with learners and parents and embedded into the learning language. - Subject Blooms charts are used in learning. DIRT, QLA, AFL, Next Step Feedback all embedded as core business and part of the marginal gains strategy - Expectations are high in classrooms, learners encouraged to think for themselves, assessment (in lesson, formative & summative) are key parts of the learning plan - Trust policy / school policies made clear and link together in a common language. Evidenced through book looks - Range of activities used, such as think pair share, learning mats, writing frames, model answers, key word prompts, vocab books, sentence starters
R/A/G	**C: Raise Vulnerable & Pupil Premium Pupil Progress**	
	- PP money in each school is reviewed for its effectiveness (incl. use of TAs / LSAs) - Additional small learn-to-learn metacognition, test & exam technique and revision technique sessions take place - Double decker mentoring in place, teachers and older learners mentoring - Support staff all allocated a PP student to mentor	- Vulnerable leaners make the same high levels of progress as non-vulnerable learners - Schools' strategies include provision of resources (revision guides, revision classes, extra-curricular opportunities) but also SEMH support - Evaluation shows that learners are better equipped to make the transition and to learn and outcomes improved - Outcomes are higher (value-add) and gap closed between PP/disadvantaged and non-disadvantaged
R/A/G	**D: Engaging & Motivate Boys**	
	- Schools engage more competitive scenarios in regular classroom activities for boys - The language used by teachers motivates boys in the classroom - Chunking techniques that will help boys, especially mid-low ability are used - The Boys Effort strategy & Boys Effort League at secondary (middle/upper) raise aspiration 'Effort for learning' rewards boys in shorter time periods where appropriate. The neurology behind how boys develop & learn is understood by system leaders	- Progress outcomes for boys equal the high level of that for girls - More gaming theory and competitions in place - Outcomes improve / gap narrows against female learners, particularly at mid-lower ability group - Lesson walks to evaluate chunking and boys strategy take place - Built into the Trust learning to learn programme and staff CPL. Staff understand the psyche behind boys growth & development.

R/A/G		
R/A/G	**E: Challenge the Able & Ambitious** • Schools have a tracking system for able & ambitious learners • Schools have various programmes that stretch and challenge learners across the stages of the Trust • The Trust will develop a 'tool-kit' for teachers to use to stretch learners in the classroom in terms of their higher order thinking and creativity	• There is clear identification of exceptional learners • Stretch & challenge in place for higher ability learners (HAPS) enabling them to reach the new higher grades / expectations • Stretch & challenge activities in place across the Trust, which include speakers, challenge activities conferences, careers talks as well as extension activities in class
R/A/G	**F: Secure outstanding literacy outcomes for young people** • Accelerated reader schemes drive up progress for learners who fall below Age Related Expectations • Lesson descriptions for literacy are in place in schools • A 'Reading School / Reading Village' concept is in place in schools & across the Trust, extending opportunities for sports reporters, podcasts for radio/newsletter and media team • Reading challenges in schools are promoted (eg Summer Reading Scheme) • Formal Speaking and Listening strategies are in place, including talking frames, listening strategies, presentation strategies • Extended writing is modelled in schools Including deep and more articulate writing and ideas • Subject / topic glossaries are promoted in schools • Literacy learning objectives are promoted in classrooms • Each school has Learner Literacy Leaders, which meet across the Trust • Schools promote the ' Speak like an Expert' strategy, developing a mastery of language and depth of vocabulary	• Reading levels above national average for each learner. Interventions in place for those that are not. • Lesson descriptions for literacy in place across all schools. Formal structure for reading in place with rewards. SALAD days in place: Speaking & Listening Active Development days. Learners listen & speak thoughtfully and courteously. Pupils asked to talk in sentences. Each school has a literacy event in their calendar. Debates, just a minute, paired discussions taking place. • Web site set up with the village libraries / reading groups & organisations. Prize giving in place. Participation is high • Extended writing frames in place and outcomes (via new exams) are higher than the 'national average' • Subject glossaries on classroom walls and on virtual platforms • Literacy leaders connected to House structures / classes and used to promote this literacy & reading strategy
R/A/G	**G: Secure outstanding numeracy outcomes for young people** • Numeracy strategies in school drive up progress & are co-ordinated • Accelerated numeracy schemes drive up progress for those behind national levels • Low attainers in mathematics across the Trust benefit from detailed assessment of their numeracy learning needs, and interventions are targeted on an individual child's weakness • Contextualised mathematical learning to problem solve scenarios is in place • A common mathematical language is used across all Trust schools	• Numeracy developed naturally in SOL across subjects/Trust • Rapid progress made by pupils behind in maths & all at age related expectations. Trust checking regularly of impact • Low attainers make above national levels of progress with focused • SOL include contextualised problem solving opportunities making learning more accessible and real & fun for learners • All teachers are aware of the 'up to date' ways of teaching numeracy achieving a consistency of approach so as not to confuse learners
R/A/G	**H: Innovation** • Schools to contribute to the Wessex Innovation Group to promote creativity, risk taking and use of technology (Innovations Hub) • Schools to contribute to the Wessex Learner-Innovator group to promote leading edge learning • Launch a Wessex Achievement Show to show-case Leading edge work across our schools	• Staff participating, seed capital for ideas in the classroom allocated. • Innovation culture firmly established. Student motivation and progress evaluated (user group) • Student Innovation group running and showcasing learning innovations with all stakeholders. Adaptation into the classroom taken place • Annual Achievement Show established and ideas promoted.

Strategic Aim: 2. Deliver outstanding personal outcomes through character development, welfare support & community engagement	
Vision Intentions	**Intended Impact**

R/A/G	Vision Intentions	Intended Impact
	A: Belief, Pride & World Class Basics • All staff drive the 'Wessex Pride' and 'Wessex Belief' mantra • All staff drive the RESPECT agenda as an integral strand of the values of The Trust • Promote self-esteem through all the activities of The Wessex Learning Trust • 'CAN DO' is threaded through everything the school and Trust does • 'Walls of Fame/Praise' in schools inspire learners to hold belief in themselves and take pride • Learners are calm, orderly environment, good manners, polite learners • Schools have clear routines & high expectations in lessons and social times • Attendance is excellent • Behaviour is excellent	• Culture threaded through the Trust like a stick of rock. Regular assemblies. Embedded in Tutor / class programmes. Positive relationships in place between learners themselves and between staff and learners • Learner voice surveys show a strong can-do attitude with learners • Behaviour in schools is calm, respectful and polite • Metrics on attendance and behaviour etc show a strong improvement trend / consistently excellent attitudes to school
R/A/G	**B: Character Development & Pastoral Systems** • Pastoral systems of schools integrated further to form a synonymous Wessex Trust welfare system • Pastoral systems promote competition, ethos and drives the awards structure. These structures develop the Character of our young people • Learners choose charities to support each year with young people being active to fundraise/support • Learners choose community projects to support & contribute to each year • Each school has their own School Councils, Class / Year / House councils with Captains, Vice Captains, and Sports, Charity, Safeguarding, Literacy, Social, community captains etc. Young people to come together from each school to form a Young Persons Trust Council • Schools / Years/ Forms / Houses to have their own Honours boards, including charity, community, sport, academic, alumni and to have a picture board of the Council representatives • Councils / Years / Houses compete in various activities and competitions across the schools including debating, sports, expressive Arts and so forth • A Trust honours system is developed	• Common paperwork and standard operating procedures across the Trust support inter-agency & Trust working • Joined up thinking across the Trust creates an holistic development of young people as its core value. Christian /moral values inspires learners to support their local communities and be advocates for change • House systems & school councils promotes learner well-being, supports positive relationships for learners, creates a 'belonging to' culture and encourages participation and competition, across the Trust. Participation is recognised across Trust schools and is recognised as learners move into their next phase of education (portability). Over-arching Wessex honours system in place & celebrated • Council / House activities encourage learners to look beyond themselves and ask the big questions, to think globally about life and to develop an understanding of disadvantage, deprivation and the exploitation of the natural world. • Participation KPIs show increased numbers and inclusion for vulnerable learners
R/A/G	**C: Learner Welfare** • All schools support a Wessex Welfare system, providing first class pastoral care for young people and for staff, providing an over-view of families and children as they move through the stages of learning in the Trust • All schools support a common Wessex Welfare communication, referral, co-ordination, monitoring and evaluation system • Schools support Wessex re-integration programmes for vulnerable learners	• All learners feel included, are included and parental/carer & learner feedback is supportive of this intention • All learners are also successful in making good progress with their learning and participate in school and extra-curricular activities • Wessex Multi-agency approach created and co-ordinated by Welfare with clear systems in place that broker care for learners in place with a system for a clear overview in place. 'Closure points' made clear with

- Schools provide support for learners and families with mental health issues including rolling out the SHARE programme (or similar) to enhance mental health & well- being (Schools Health and Resilience Education), using resources from Mind, Space, Young Minds, NSPCC and Child Line. Schools are pro-active in supporting conditions such as self-harm and eating disorders, promoting emotional awareness and intelligence and building resilience capacity
- Schools contribute to the Trust support programmes and *MENU OPTIONS* (age appropriate**)** covering aspects *such as* anger management, sexual health, anxiety, self-esteem, self-harm, healthy relationships, emotional literacy, aspirations, mentoring, relaxations techniques and resilience, putting on workshops and intervention sessions
- Trust counselling provision is extended
- Trust emotional coaching scheme launched
- The effectiveness of Wessex Individual Behaviour Plans (IBPs), Pastoral Support Programmes (PSPs) and other support plans is evaluated and further improved
- All agencies / functions such as Team Around the School, TAC meetings and the Cheddar Valley 'One' campaign linked together and co-ordinated with a Wessex impact synergy
- Wessex volunteers developed to mentor and support young people in Trust schools, which may be drawn from church contacts and other community contacts
- Learning Support teams across the Trust work together to ensure support is accessed for learners through successful EHA and EHCP submissions
- A Care Theme of the Month across the Trust is launched
- The PCSO 'drop-in' programme (Middle / Secondary / Upper) supports inclusive behaviour
- The 'school nurse drop-in' programme is promoted by schools
- Wessex Dads and Lads courses support parenting cohesion along with other parenting courses
- A Trust Young Carers support programme enhances welfare for those young people
- Sixth Formers run a buddy / aspirational role model system for younger learners
- Wessex welfare opportunities are enhanced through working with church leaders & courses such as the Junior Alpha Course, the Sanctuary provision and Christian Youth Leaders
- Schools use community support groups (such as the Cheddar One Team) to enhance provision for learners in need
- Schools run 'Parental Surgeries' to support learner welfare

- 'after care' checks in place. Communication strategy informs all stakeholders. No isolated action
- Learners who have returned from exclusion; school refusers; serial time out learners and so forth have re-integration programmes in place. Re-offending data shows decline
- Greater mental health support in place via the Welfare Centre with funding. Greater resilience developed with learners. Programmes in place and sustainable. Learner surveys show excellent personal welfare satisfaction and academic progress. Specific programmes in place for vulnerable 'groups' such as a girls self-esteem project
- Support plans reviewed for impact and changed / system changed if appropriate to ensure learners get the best deal
- Local Police/PCSOs have strong relationship with schools. Designated drop-in times set
- Relationship developed with school nursing team
- Greater involvement of fathers / carers in schooling for male learners ('boys agenda')
- Annual refresh scheduled in plus induction for new staff whenever they start. Safeguarding education and procedures for staff enhanced through regular 'updates' and respect culture delivered through assembly programmes class and tutor time
- Regular updates in briefings, INSETS and notices plus embedded in policy
- Our Christian/moral ethos enhanced through this provision providing wisdom, knowledge and skills to cope with demands of adolescence and society's pressure. The One Team supports this welfare enhancement for our young people
- External and internal support teams running targeted surgeries

R/A/G		
R/A/G	**D: Safeguarding:** • Schools follow the Wessex Safeguarding procedures and templates • The 'Tell Someone' campaign is launched, where learners can report issues or incidents without the 'threat or need' of a face to face meeting • All staff, visitors and contractors on wear lanyards or visitors badges • Safeguarding posters with simple but clear message on who to go to launched in each school • Trust safeguarding procedures with all staff re-iterated and promote respect culture including language used between learners • Trust staff have awareness & pro-activeness of 'Keeping Children Safe…', Safeguarding procedures and types of child abuse (emotional, sexual, neglect, physical) and what to do • Trust staff do not leave sensitive data accessible to those not privileged to see it, incl. emails on projectors/screens and other activities that contravene GDPR	• All learners are safeguarded in school, on school activities and understand how to safeguard themselves when not in school care, including e-safety, personal safety and relationship safety • All schools follow Wessex Safeguarding procedures and act upon the Trust audit evaluations • Telephone and digital comms systems set up along with a poster campaign and roller banners around the Trust • Enhanced programme in place that links to the assembly programme and theme of the week • Review current practice and site security • Posters are brighter and clearer
R/A/G	**E: Rewards and Sanctions** • Schools have learner Rewards systems giving a personal passport of success on a number of levels, which can be accumulated & recorded as learners move schools • Schools seek-out 'middle ground' learners who can go 'un-noticed' & create a middle-ground radar system, that includes praise and effort post cards going home • Schools follow clear & agreed structures for exclusions including PEx (with 6 day cover in place), with clear re-admission process and use of internal exclusion for further 'off-grid' time after an exclusion for pro-active work before re-integration into a classroom (particularly secondary/middle & upper) • Schools support a synergy of behaviour for learning (B4L) systems and combine with training for staff on positive behaviour techniques and relationships. This must be part of an Intelligent Discipline approach (particularly secondary/middle & upper)	• Rewards are effective in motivating learners and are evaluated for doing • Sanctions are effective, allow for restorative justice and have room for escalation • Each school to have its own positive/praise reward system. Learner voice informs SLTs of impact. Portability of rewards across the Trust with over-arching Rewards • Reward systems in schools ensure unnoticed learners get noticed. Trust to QA • Clear, consistent system in place, reduction of exclusions due to pro-active work. Wok with the TOR school on impact solutions • Systems refined. Intelligent discipline embedded in culture of the School. 'Scripts' for staff available to build positive conversations with learners
R/A/G	**F: Tutor, Assembly, PSHE / SRE Programme** • Schools develop responsible, respectful, active citizens through themes / tutor / class programmes enhancing wider personal outcomes for young people, including employability, citizenship, team skills, leadership, personal social & health education. Learners nominate key issues of the time to keep programmes fresh and relevant (particularly secondary/middle & upper but there is a synergy with primary / first schools) • Sporting techniques and examples are used to drive competitive spirit, mental toughness and resilience to lead to high performance through tutor activities • Social media campaigns regarding the personal responsibilities of learners are run by schools • Trust Employability strategies are supported by schools • The Trust will examine the possibility of delivering the *PIXL Edge* programme developing Leadership, Organisation, Resilience, Initiative and Communication (LORIC) (M/Up) • Schools further develop British Values • Healthy living, healthy lifestyles, healthy minds strategies are promoted by schools	• Demonstrable culture of aspiring to be the best you can be. Learners able to make positive choices about how they live and behave. Learners say how the Christian/moral vision and associated values support them in their learning • Energy, high aspiration and relevance brought to activities using sporting analogies, especially for boy learners • Social media responsibilities included in tutor/class programmes • Careers and employability work threaded through activities • Learners have respect for difference, diversity and ways of living. Learners feel safe to express their views without ridicule in a culture of mutual respect. Learners have respect for difference & staff challenge any prejudicial behaviour and language. Healthy living and eating promoted through assemblies, sport, curriculum and tutor. Linked to school policies on eating. Learners are aware of the signs of a healthy or unhealthy mind and their own emotional intelligence & what to do

R/A/G	**G: Participation Agenda**	
	- Trust learners are self-reflective, self-motivated, can lead and also be part of a team - The 'Fresher's Fair' concept of participation is run as a means of promoting participation - A 'learner-plus' provision is run to facilitate & promote after school clubs - Learners have a willingness to participate in & respond to artistic, musical, sporting & cultural opportunities in Trust schools. A Music / Expressive Arts Hub for the Trust, linking to the facilities such as the school hall at Sexeys, the Kings Theatre, Corrick Music Theatre at Kings, school halls across the Trust supports this - More academic extra-curricular activities are run in schools (as requested) to include: activities like debating, public speaking, writing competitions, poetry competitions *Walls of Fame* across the Trust schools promote the success of learners and their participation activities, including: learner leadership, academic competitions, sporting competitions, expressive arts, employability. Link to the alumni from each school so that learners can see the success of children from their school	- All learners participate in a school activity / club - Vulnerable learners, pupil premium learners and children with an SEND are tracked and positively encouraged to participate - Fresher's fairs run as part of a slick participation system where all learners are involved in an activity - More after school clubs running supporting participation - University Challenge style quiz developed between schools, debating clubs promoted, Public speaking competitions promoted, WLT TEDx investigated and actioned, Additional activities investigated 'Academic' activities promoted between schools/years - Greater celebration of extra-curricular activities is evident across the Trust. Success and a Can-Do culture permeates through all learners in the Trust
R/A/G	**H: Sports Academy within the Trust**	
	- Schools promote physical health, healthy lifestyle & extra-curricular activities - Schools promote the Trust's Sports Academy, to serve the needs of all learners across the Trust, utilising the Primary Sports Grant to engage Sports Academy coaches to lead general and specific sporting activities - Participation in local sporting clubs is promoted. The coaches will all have links with local organisations. The synergy between the Sports Academy, local clubs and encouraging & developing sporting skills and talent is a wonderful opportunity - A variety of sporting opportunities are run at each school, including invasion sports, athletics, striking sports (cricket, rounders etc), ABCs (reception pupils, movement, catching etc) and creative sports (dance) - The Sports Academy promotes Wessex Sports Festivals between schools and sporting competitions within each discipline - The Sports Academy promotes the Junior Passport Scheme to sport and fitness	- High quality coaching at much better cost. Links made to local sports clubs. Higher participation rates. More trophies won - Stronger & new links made with local organisations who support learners, including out of school activities - Wider range of sports available, promoting inclusion and healthy body healthy mind - Inter-Trust sporting festivals running, promoting participation, inclusion and cohesion across the Trust. Junior passport scheme embedded

Strategic Aim: 3. Provide excellent opportunities for people to develop their skills & leadership at all levels	
R/A/G **Vision Intentions**	**Intended Impact**
A: Trust Management Group / Heads • The Trust Heads Leadership group to be the 'Trust Management Group' and function as a discussion and action group which meets regularly • Aspirations and expectations for all learners are universally ambitious in all Wessex schools and this is systematically reinforced by Headteachers • All leaders across the Trust foster a culture of learning in which staff can develop their practice and test the impact of their practice through structured reflection • Wessex has a clear rationale for what decisions and activities it expects to happen at Trust level, hub level and school level • The relationship between the leadership and accountability for school improvement at school and Trust level is clear and well understood by all • The Trust has opportunities for school leaders and staff to participate in school improvement initiatives at whatever point the school joins and Heads promote this • The balance between autonomy and consistency is reviewed and adjusted in light of evidence and feedback from school leaders within the Trust • Annual / biannual strategy days will be scheduled and actioned • Secondment to TMG for development or skill-based purposes is possible & advantageous • The Chief Executive will provide pro-active support & challenge for the Trust Heads • Trust Heads / other Senior Staff to lead aspects of Trust development and line management of routine functions • Local Governors understand their role & enhance the effectiveness of the school with clear boundaries between executive & governance	• Trust Heads group in place, meeting regularly, operating strategically & collegiately under the leadership of the Executive Headteacher. Leaders are pace-setters and 'bring home the bacon'. They are critical thinkers and self-driven. 'It's all about the learners' mantra is firmly at the core of everything everyone does • Strategy days give direction and capture the Team's thinking for the next steps forward and enable clear communication for all • Possible seconded / part seconded deputy head in place with defined role/responsibilities • Clear routine set of meetings and reviews in place with Heads for the year ahead. Delegated responsibilities create capacity and growth • ''Team'' spirit in place. Possible roles defined. Piloted leadership across phase/subject/theme in place and evaluated before wider role out • Workshops incorporated into INSET days promoting positive, healthy and resilient lifestyles promoting work-life balance • Programme of opportunities in place • Consistent Trust Induction programme / system in place. Takes into account Trust values, compliance expectations, TLA strategy • The difference between 'leadership and management' is very clear • The difference between 'busy and having an impact' is understood
R/A/G **B: Senior Staff** • School's senior teams focus on strategic leadership and empower middle leadership to run the school successfully on a daily basis • Senior staff know the difference between leadership and management, can effectively delegate but also lead by good example • Opportunity exists for senior staff across the Trust to meet and to discuss general school issues and generic Trust issues • Opportunity exists for the flexibility of senior staff roles across the Trust • Higher UPR staff lead projects in schools /across the Trust further developing themselves and creating further school improvement capacity • Senior Leaders systematically challenge and check the work of Middle Leaders / co-ordinators • Senior Leaders lead strategically enhancing the effectiveness of the school	• Excellent leadership improves outcomes for learners and improves staff motivation and engagement • Senior staff are robust in themselves • Senior staff in schools to take up responsibilities across the Trust in addition, providing additional capacity. Economies of operation taken into account (similar role sin own schools etc). UPR staff give greater leadership capacity so SLT can be more strategic. Senior leaders have more capacity to sustain and improve their school and grow the Trust • Leader expectations are clearly role-modelled. Leaders/TLR holders promote team working and a positive team spirit, sharing good practice & a respect for each other. A can-do solution driven, no excuse culture is in place with all leaders/TLR holders across the school.

R/A/G	C: Trust Middle Leadership	
	- Trust Head ensure that Middle leaders have an explicit role as leaders of teaching and learning and are effectively empowered and supported with high quality professional development - Trust Heads ensure Middle leaders have the expertise and tools to lead constructive conversations on effectiveness of teaching & learning - Middle leader roles are defined within schools ensuring that they have responsibility, kudos and accountability for daily activities & responsibilities (build capacity) - Middle Leaders / co-ordinators drive their areas forward & hold their staff to account - Middle Leaders / co-ordinators drive the progress of vulnerable learners in their area (PP, CLA, SEND) - Middle Leaders/co-ordinators know the progress of their sub-groups and appropriate take action - Leaders engage parents and the community thoughtfully & positively, with clear boundaries - Some cross-Trust teams (eg Music, French etc) are grown and may be create Wessex Subject Hubs - Middle Leader nurturing opportunities are grown with training schemes, such as 'Growing Leaders' - Clinical supervision is offered for key pastoral & welfare leaders - UPR staff are included in 'middle-leadership' and developed with whole school/Trust roles - The opportunity for larger subject / theme / support staff roles across the Trust (eg Directors) are created, especially with growth and Wessex Hub development	- Middle Leaders drive school improvement and are self-starters - Consistent Wessex job descriptions and expectations are in place for middle leaders - Middle leadership roles re-defined, with possibilities of cross-school working/responsibilities ethos changed. Distributive leadership evident. Middle leadership to have strategic overview of structure of learning and know current progress levels across all groups. Team meetings are focused on learner outcomes - Middle leadership empowered to think and lead. Daily duties shared out with middle leaders. Senior leaders have more capacity to sustain and improve the school and grow the Trust - Extended SLT teams possibly created to develop skill sets in staff and to provide capacity and momentum - Leadership coaching in place for middle leaders - Pro-active approach in place, high quality training & professional development in place for ALL Senior & Middle leaders. Link to appraisal system & high Trust expectations. Aspiring Trust Leaders programme in place. Three projects (each chaired by a different member of the Young Leaders) to have been identified and led during each academic year. Action research briefs made available with small bursaries / links to MA courses, focusing on how pedagogic practice can be improved
R/A/G	D: Support Staff	
	- Support staff are an equal member of the Wessex family alongside other staff members - Leadership programmes are in place for Support Staff - Career structures are developed for Support Staff - Line management and communication structures are strong and effective for Support Staff - Trust Support Staff Appraisal & Development systems are in place / synchronised across the Trust and new training opportunities are made available - Support Staff opportunities are available for mentoring learners - Middle leadership Support Staff roles are in place, with meeting structures and training - Support Staff induction includes a learner pursuit / activity (show the core purpose)	- Support staff have opportunities to understand the core-business and meet learners. Support staff training opportunities are more extensive and include ICT, SIMS, management programmes, aspiring management programmes. Support staff are empowered to do their jobs. Mentoring scheme in place and training given - Structures reviewed and in place. More formal meetings in place. Training given for middle support staff leaders. Synergy with Trust central staff plans - Learner pursuit and other student-focused activities are in place as part of the induction programme
R/A/G	E: All Staff	
	- Schools provides consistent expectations for the standards teachers and support staff are required to meet from NQT / induction year onwards. There is a clear development pathway for all staff, which might include placements across Wessex - Schools make progression and promotion across the Wessex clear and transparent and give staff who demonstrate their effectiveness opportunities to progress - A shared model for appraisal helps school & Trust leaders make informed choices on	- All staff are led by good and outstanding leaders with a can-do, solution-driven no excuse culture. Motivational quotes everywhere. Explicit vocabulary used with all staff. Cross-Trust coaching in place and evaluated - Appraisal informs the CPD plan, and all staff have a bespoke programme. Teacher standards are foremost - Piloted staff sharing in place, enhancing curriculum/teaching and

	deployment and development; appraisal conversations help staff grow as professionals • Wessex and schools implement a clear talent management strategy to place staff where they are most needed; aspiring middle and senior leaders are deployed strategically and supported by formal development programmes • School leaders ensure that appraisal processes pick up staff development need, including interim sessions so that all staff are developed • Schools create the opportunity for the flexibility of staff working across the Trust • All leaders role-model best practice, in terms of *growth mindset*, reflective practitioner and being action-orientated, so all staff share the same values and culture • School leaders promote the Trust Staff Coaching Group • Deliver anti-stress and mindfulness activities / INSET for Trust staff • Launch a staff award each month / half term	staff/finance resources, all evaluated • The Wessex Leadership school harvests information flow and need from Wessex leaders via appraisals, CPL need and desire and Trust succession planning • Staff feel motivated and a belonging too. KPIs on this come from baseline surveys using Trust Survey Monkey questionnaires • Wessex Coaching group enhance skills sets in leaders and 360 degree evaluations show a positive impact • A leadership library is created comprising of online and physical reading matter
R/A/G	**F: Staff Leadership In the Trust** • A programme of inter-school activities to further develop consistently outstanding teachers across the Trust is in place • New teacher and new staff induction programmes are in place across the Trust • Wessex Aspirant Middle and Senior Leaders courses are in place • An Aspiring Wessex Leaders Group is in place to take on whole school issues across the Trust • A Wessex Recently Qualified Teachers programme (RQT) is in place • Educational / Action Research opportunities for Wessex staff is in place • Trust in-house training for staff on the mentoring of ITT learners is in place • In-house delivery of programmes such as the Outstanding Teacher Programme and the Improving Teacher Programme has been investigated. • Further training to ensure that TLR holders within the Trust are effective in leadership and accountability measures and expectations is in place	• A clear succession plan and action is in place, developing leaders for the next generation of our schools and also to support new schools joining the Wessex family. This includes Heads of School, Headteachers, Executive Headteachers, Middle Leaders, junior leaders, specialist leaders in areas such as SEND • Leadership topics are relevant and encourage staff to think outside of the box, take risks, be creative and effectively delegate, all within the Wessex ethos of 'believing' and 'can-do' • Leadership includes non-teacher leadership at all levels • A staff 'self-improvement' programme is in place for all Wessex family members driving the mantra, be the best you can be. • Leadership is held up as outstanding in Wessex schools
R/A/G	**G: Staff Welfare** • Wessex has a clear approach to staff wellbeing and workload that identifies actions that schools can take to actively support staff at all stages of their career. • School staff welfare groups are in place and promote the Wessex ethos of staff welfare and care structures • Trust staff counselling services (eg Care First) are in place	• Staff welfare group has clear structure, purpose and 'status'. Therapy work made available at cost by visiting therapies. Staff voice and staff counselling developed • Mental Health First aiders receive refresh training and have a positive impact on staff motivation and morale • Wessex is see and felt to be a really good place to work

	Strategic Aim: 4.Create a symbiotic curriculum & assessment system that expediates success for all, encompassing ICT	
R/A/G	**Vision Intentions**	**Intended Impact**
	A: Create a Symbiotic Trust Curriculum • All schools to ensure staff have high expectations of learner progress commensurate with ability and age and that the curriculum is fit for the learners, the intent clear, curriculum is structured, sequenced and implemented for the learner. Trust leaders will externally validate the curriculum including its intent. Every teacher and teaching assistant in each school understands what their learners needs to know and how they are to achieve that • The taxonomy of this curriculum, from 2 years of age to 16/18/19 has synergy, opportunities for interleaving and re-cap without excessive 'consolidation', sharing knowledge across subjects & develops transferable skills • Trust & system leaders will regularly review the curriculum ensuring that there is an effective intention, consistency, stretch, progress, breadth and knowledge taxonomy. Staff understand which elements of the curriculum are common across Wessex and where they have discretion • Trust leaders & the Board hold the right to shape the curriculum, especially in concern or technical areas such as MFL and Computing to ensure consistency & progress • All school leaders will ensure the curriculum meets current accountability measures • School, subject & theme leaders will ensure the curriculum intention and implementation is effective for different abilities, gender, & those with learning & behavioural needs • System leaders will ensure a consistency of curriculum that provides a seamless continuity for learners' progress and promotes effective transitions between each phase. • System leaders to promote specialists working across Trust schools, such as French teacher(s), computing teacher(s) • Schools will share resources that meet the needs of all learners and promote access to all relevant staff across the Trust • System leaders will evaluate the effectiveness of financial resources spent on the curriculum and the rate of progress returned, resourcing for differentiation, challenge, variety of learning activity and pace (priority evaluation) • A continual review curriculum options at KS4 and Sixth Form takes place with a mapping of support curriculum in Years 7 & 8 ensuring that all learners' needs are met and successful • Schools to support the Able & Ambitious Trust G&T programme • System leaders to review setting and banding strategies across their schools so that sub-groups and ability groups are receiving the most beneficial learning & progress. • Schools to support Trust Sports branding and provision, linked to the Sports Academy, Kings Leisure and Primary Sports Grant to enhance PE/sport provision • A Provision Review Panel (PRP) will be convened if a learner has particular issues	• A one-school education system is in place with clear and effective transitions where all learners make expected progress or higher • Flight paths in place. Common interventions are in place (Lit and Num). G&T academy launched across the Trust • Concept of Curriculum Towers is in place through the Trust. A clear taxonomy of 'Enquiry, Skills and Connections' threads through from at least Y7 to Y11 with expected progress/high challenge relating to bands of learners against GCSE sub grades • Innovation group is a key driver for refresh of teacher ideas • Subject leads plan stretch and challenge schemes, with quality assessment that run across the Trust • SOL adapted to new requirements with assessment points built in. End of year exams in place for all years. Monitoring and intervention points re-aligned to new programmes • Skills taxonomy/ language aligned to progress checks and sanctions and rewards systems • New courses in place for less academic learners. Look for USP courses such AS Economics (G&T etc). Review BTEC offer in light of government changes • Progress 8 checks made and other changes that may happen. 'Security' for accountability measures adapted. Approval list constantly checked (eg ICT quals) • Flight paths in place. Common interventions are in place • Subject leads plan stretch and challenge schemes, with quality assessment that run across the Middles and School • Curriculum & assessment co-ordinated across schools, taxonomy for learning and progress in place, differentiation in place • Effective pedagogic practice and resource is shared openly and discussed / evaluated. Mini-subject teach-meets are in place • Assessment practice is refined and best practice shared & adopted. Clear, organised moderation takes place with clear protocols for staff attending understanding the inter-dependence of each teacher upon the other for the sake of the learner • Learner Progress Meetings take place in each school & is minuted. Executive Head / Trust leadership QA the process

R/A/G	**B: Learning to Learning** • Schools to support a Trust Learning to Learn programme, promoting thinking, reflection, how to 'learn', personal drive and ambition and how to become an independent learner • Schools to link the language for learning through the L2L programme • Provide differentiated AND bespoke L2L sessions for learners, based on ability, gender, need	• Clearly defined taxonomy of L2L programmes are in place in each year appropriate to each level of learner/sub group producing more independent and self-driven learners • Language for Learning taxonomy created and used in classrooms and with parents as commonplace. L2L sessions calendared.
R/A/G	**C: Assessment & Data** • The Trust will set whole school targets based on national data sets commensurate with the context of the school. Subject progress targets will be based on same methodology • The Trust will set the agreed method for setting learner targets, based on national data • System leaders in each school create a harmonious teaching, learning and assessment methodologies for each subject/theme to assess the progress impact against the intent, building in AfL, summative assessment &meaningful benchmark assessments • System leaders ensure assessment cycles are common across all schools in Wessex allowing a common picture of progress and comparisons between schools • All classrooms & teachers ensure effective use of the full range of data to identify issues regarding progress, including sub group analysis and intervention impact • System leaders support Wessex flight path assessment language & parent reporting systems making sense of 'greater depth, EDSM and KS4 grading' etc for learner progress continuity • Sub-group tracking and performance to be analysed across the age range so that interventions can be put in place or teaching adjusted before the gap widens • Trust leaders to create a flight paths Gap Analysis. • School leaders ensure learner data is transferred and discussed in the next school /stage, with Heads of Department / subject leads and classroom teachers • Trust leaders will evaluate prediction accuracy against outcomes / moderated outcomes at each stage / level • An on-line assessment and reporting platform for stakeholders to be created • System leaders to develop blogging / ICT mechanisms to promote formative / in-class assessment and peer/self-assessment. Create an on-line forensic breakdown of courses to allow learners to self-assess and parents to support • Each school to run calendared learner Progress Meetings with relevant system leaders evaluating learner progress with a 'drop-down menu' of prognosis actions needed • School leaders ensure shared moderation of assessments is routine and underpins the Wessex expectations of what constitutes strong progress • School leaders will meet regularly, in step with the rhythm of the school year, to evaluate aspects of school performance and improvement	• Purpose and clarity of formative & summative assessment across the trust secured and make sure that it is aligned to the Trust vision, the curriculum and age-related expectations • There is regularity and consistency of assessment. Assessment cycles across the Trust synchronised. Assessment tools is systematically reviewed. Shared moderation of assessment in place. Assessment & reporting platforms used by all • Early intervention in the Trust takes place based on forensic data broken down into trackable sub groups • Flight paths created and used to create a gap analysis and intervention plan. This is at subject/school/teacher/Learner level. Forensic analysis will allow rapid & sustained intervention to take place. This will be overseen by the Head of the school and/or Trust Improvement Team and/or Executive Headteacher and/or Trust SSI comt • Overall data strategy ensures full sharing of progress and needs data on transfer. QA'd by the Trust • Predications by school leaders/subject leaders evaluated against actual outcomes. Trust leaders have a clear understanding of where specific expertise exists and how it can be used to support other schools • 21st Century options for reaching out to learners regarding feedback is trialled and evaluated • On-line assessment support platforms in place supporting progress for learners • Examination of Trust data analysis programmes taken place and consistency in place. 'Central' access investigated • Curriculum and pedagogy/lesson planning adapted to the needs of leaners coming through (intelligent design)
R/A/G	**D: Vulnerable Learner Strategy** • Schools to support the Wessex Vulnerable Learner strategy by creating a pro-active and consistent pupil premium & vulnerable learner strategy in each school which promotes pro-	• Gaps are closed. Tracking systems in place in each school with an overall Trust tracking system that is reviewed by Trust leaders • Resources billed against PP cost centre

R/A/G		
	• active strategies to raise outcomes. This will dovetail into an holistic Wessex strategy • Schools will ensure vulnerable learners are tracked, with a Trust overview via the Data Team • Schools will ensure that vulnerable learners are on SLT agendas and that performance is analysed and strategies evaluated/actioned • The Trust will expect each school to have a cost-centre for vulnerable learner resources • The Trust will look to run additional small learn-to-learn metacognition sessions for sub groups • Schools to consider training and using the skill sets of Support Staff to mentor a PP student	• Capacity for mentoring increased greatly • An inclusive & challenging educational experience which allows for all learners to succeed from 3-18 is created. Anxiety alleviated that was caused by transition between school phase • Trust tracking system in place clearly showing the progress of learners
R/A/G	**E: Trust SEND Strategy** ● Each Wessex school/cluster has a SENCO that structures the curriculum for those learners with an SEND. Each school will track learner progress and the impact of the interventions and review curriculum intent & implementation. SENCOs will ensure systems and SOPs are in place for support plans, EHCPs and EHAs. This will be checked by the Trust ● The Trust will create an S.E.N.D. strategy across the Trust that schools will follow, with systems made clear and standardised. ● SENCOs, LSAs / TAs will have central Wessex training ● 'Provision Map' software is to be used by all schools ● An over-arching SENCO will co-ordinate the Trust's response at a strategic level and co-ordinates external provision strategically & run the Trust SENCO network ● Considers centralising particular specialists that can operate across the Trust ● Seeks to appoint if necessary previously external specialists that may 'disappear' after local authorities lose their top slicing ability (such as EPs, EWOs)	• A network of expertise (SENCOs, TAs and teachers) sharing skills, experience and good practice for SEND throughout the trust is created. Centralised and standardised polices in are place, reports and systems for identifying needs and tracking interventions are consistent across the Trust • A trust provision map which outlines the additional support and intervention available for learners right through their education in the Trust. Shared Trust SEND resources in a 'hub' • EHCPs, EHAs and plans are in place early, if enabling early intervention to plug gaps at each phase • Over-arching SENCO leads the SEND strategy across the Trust • Finance permitting, the Trust appoints specialists to provide for the changing profile of needs, with more complex chromosomal disorders, extreme premature babies, drug and alcohol abuse
R/A/G	**F: Behavioural Needs** ● Schools support the work of the Trust Behaviour strategy, its leader and the policies set. Schools are clear on their responsibilities before any escalation and have a clear graduated response processes in place. A Provision Review Panel (PRP) will take place in each school prior to escalation. The Trust Behaviour leader to have quality assurance responsibilities ● Behaviour unit set up with bespoke curriculum with clear intent and effective implementation	• Trust behaviour leader appointed. • Clear continuum of needs in place, from each school and as a Trust • Wessex Emergency response system in place • Standard operating procedures in place • Wessex out-reach work in place • Inclusion KPIs improve term by term
R/A/G	**G: E-Learning as an Accelerator of Improvement** ● There is a prioritised plan for further development of on-line platforms for learning, including how technology can deliver homework tasks in each school ● A series of Apps to deliver elements of the online platform to learners, staff and parents is in place ● An E-learning methodology to promote appropriate learning to engage boys is in place ● E-learning techniques to promote literacy and numeracy are in place ● E-safety programmes to deliver up to date and timely information to stakeholders is in place ● Handheld portable ICT devices where appropriate to aid learning, using specific & appropriate subject apps is available	• Apps in place. New and effective e-learning programs in place and evaluated. Online homework in place. Choice and research opportunities included. On-line literacy support in place. • Incorporation of e-safety into tutor programme, assembly programme and ICT curriculum & parent forum • Skill base broadened of staff with use of portable technology. Subjects using Apps and iPads significantly more. Written into SOL. Core apps identified for topic areas. Apps developed and published

Strategic Aim: 5. Contribute to the Wessex School Improvement Team and develop local, national & international partnerships & strategic alliances		
R/A/G	**Vision Intentions**	**Intended Impact**

	A: Team Infrastructure
	• The *School Improvement Team* can be classified as follows:
	  ✓ Growing People – Growing Capacity – Talent Management
	  ✓ Wessex Associates, Lead Practitioners, School Leaders of Education, Directors of Subjects/ Phases (these people make up what is called *Wessex Partnership Working)*
	  ✓ Wessex Teaching & Learning core personnel and external advisors
	  ✓ Continuous Professional Learning (CPL)
	  ✓ Wessex Subject Strategy Groups (SSG)
	  ✓ Development of System Leaders
	• Wessex SEND Lead and Inclusion Lead support Wessex SIT & Wessex Partnership Working
	• Teaching and learning support between schools is based on evidence-informed theory of action and evidence of impact (*Wessex Partnership Working)*
	• Wessex *Director of Learning (DoL)* line manages schools' teaching & learning system leads in a matrix format with that school's Head
	• D of L line manages the *Trust Data function*, to close the loop on school improvement
	• All schools contribute to the School Improvement Team (SIT) and *Wessex Partnership Working*. The Team co-ordinates skills and talents from across the schools, sustaining high performance, reacting quickly to make rapid improvements. The Trust Management Team have a strong understanding of where specific expertise exists & how it can be used to support schools, and develop system leaders
	• The Team creates the *'Wessex Offer'* based on the skill sets of staff across the Trust (see below)
	• Schools support Subject Strategy Groups (SSGs)
	• Trust Board SSI *'Teaching & Learning' sub group* set up to drive school improvement
	• Wessex adopts considered approaches to using system leaders and lead practitioners promoting knowledge transfer through coaching, modelling and enquiry led learning
	• School leaders have a clear understanding of their weaknesses and a plan for addressing them; they are open to learning from and with others through *Wessex Partnership Working*
	• Wessex uses recognised hubs of expertise (eg Teaching Schools, NLEs etc)
		• School progress rates further improve
		• The quality of provision for learners further improves
		• Professional development for all staff further improves
		• Networks between all staff enhances a sense of belonging to a wider family, generates informal communication enhancing best practice and staff motivation
		• Staff benefit from the opportunity to have real beneficial contextualised leadership training with following up mentoring or coaching and not feel that they have ended up in a roles with no support
		• The Trust's leadership of teaching is informed by its core principles of learning bringing coherence and depth to the design and development of programmes and support
		• Staff talent management programmes ensures that staff are nurtured and the Trust as a whole benefits from everyone's skills sets no matter what school they are in
		• The skill sets of Trustees support school improvement and hold school leaders to account effectively
		• Subjects groups set up
		• Trust curriculum offer / synergy is clear to all and staff skill sets match the needs of that offer
		• Skill sets of 'educational' Directors used to support the Team
		• Specialists/leads in place in English Maths and Science
		• Leadership of teaching & learning is prioritised as the most important improvement activity in Trust schools. Trust leaders foster a culture of learning in which staff develop their practice and test the impact of their practice through secured reflection
		• Coherent Trust strategy across all schools in place promoting and evaluating progress in literacy & numeracy

R/A/G	**B:Teaching, Learning & Assessment Activities**
	• Schools *participate* in *Wessex Partnership Working* to support shared professional learning and development *through the following:*
	  ✓ Shared INSET days / sessions
	  ✓ Subject Strategy Groups
		• The Trust is involved in developing and learning about what works, uses evidence intelligently and changes practice based on our own in-school evaluations and external research
		• Trust leaders foster a culture of learning in which staff can develop their practice and test the impact through structured reflection

	✓ Peer-to-Peer Coaching & reflections on classroom practice linked to the Trust's priorities ✓ Models of observation, development of practice and exposure to outstanding practice ✓ Augmentation of literacy & numeracy pathways 2-19, transition, assessment and tracking ✓ Augmentation of monitoring, data and research to inform teacher planning & differentiation ✓ Teacher-mentor programmes to promote sharing of expertise and ideas ✓ Learners engagement in lesson feedback and/or co-construction of the learning ✓ *Expert Working Groups* on effective transition (subject area/curriculum) ✓ *Skills to Learn* matrix using Griffiths, Burns, John Hattie and Dweck ✓ *Learner Ambassador Programmes,* (learning 'spies', literacy ambassadors etc) ✓ Staff *Voluntary Observation Schemes,* including cross-phase observations ✓ Schools follow Wessex's articulated approach to best practice. There are clear processes for realising the benefits of successful innovation in each school ✓ Schools agree that the priority is Quality First Teaching provision for all, consistency across schools, with clear expectations, pedagogy and assessment, closing the progress gaps for sub groups including most able, PP, G&T, CLA and boys ✓ Schools sign up for national & local updates via the DoL ✓ Wessex expert coaching team created ✓ Wessex Leaders of Education (WLEs) developed ✓ Action Research projects created predicating all staff training ✓ Behaviour Management, de-escalation and relationship building training ✓ SEND training	• There are strong systems in place for engaging and involving learners and using this information to improve teaching & leaning • Transition work evaluated and supported for further improvements by the School Improvement Team • Staff and learners engaging in skills learning • Learners engaged in their learning to support the improvement loop • Love of Maths develops further across the Trust • Staff gain confidence through purposeful models of observation, development of practice and exposure to outstanding practice • CPL offered Trust wide in a number of pick & mix sessions • Coaching team support leaders & teachers across the Trust • Leaders of education appointed. Infrastructure & networks support shared professional learning & development in place. Subject networks, peer to peer coaching, observations and reflections on classroom practice are linked to our priorities • There are regular opportunities for teachers to see and learn from great practice. Fresh approaches introduced carefully & forensically evaluated before being rolled out across the Trust • Practice based learning and research are focused on areas likely to make a difference / Trust priorities • Curriculum overview expertise created and makes an impact
R/A/G	**C: Centre of Excellence & Training Hub** • Wessex Teacher Training hub created with a Trust school having the accreditation to deliver ITT, RQT and staff accredited training. • Training Hub for Wessex facilitates PGCE students and is a Direct Schools hub, • The Wessex hub supports NQTs across the Trust, provides school to school Support (eg STEM KS3-5, revised curriculum, NQT conference days, NQT mentor programme and training), Women in Senior Leadership, Headteacher support and continuous professional learning • Further develop the well-established model of Continuous Professional Learning and Teaching, Learning & Assessment which is bespoke & linked to key priorities and supports and develops Aspiring Middle Leaders and Senior Leaders	• The will attract 'external' applicants to train at Wessex and enhance the opportunity to talent spot for Wessex schools • Post 16 / Sixth Form expertise and makes an impact • PGCE students help current teachers to reflect on their own practice as well as providing a source for high quality new recruits for Trust school • NQT support provision in place across the Trust (central support • Trust expertise used to support a variety of other priorities including schools outside of the Trust • Recruitment of teachers, (esp shortage subjects) facilitated
R/A/G	**D: Wessex Leadership School** • Wessex Leadership School is supported by all Trust schools and follows the *Wessex Leadership Qualities* Framework • Wessex Expert Senior Leadership training and coaching in place, which all schools support • Wessex Expert SENCO leadership training and coaching in place, which all schools support • Wessex Expert Curriculum leadership and coaching in place, which all schools support • Wessex Expert Welfare leadership training and coaching in place, which all schools support	• Quality leadership enhances progress outcomes for learners and supports greater staff workplace satisfaction • The Wessex Leadership School trains and inducts all new leaders and has a programme of upskilling current leaders • Specific programmes are in place for specialist roles which support leaders in those areas and supports succession planning for those posts • Leadership course programme in place and on Trust web site, with online

	- Wessex Expert Middle Leadership leading to effective progress of learners - Wessex Aspiring Senior leadership and Middle leadership training in place - Promote Trust Expert monitoring and self-evaluation which informs QFT, governance, SEF and being Ofsted-ready - Create an Trust Expert Team for Teaching & Learning Leaders (coach/mentor) - Future Leaders strategy	booking - Support programme in place, formally and informally - SENCO expertise created - The difference between 'leadership and management' is very clear - The difference between 'busy and having an impact' is understood
R/A/G	**E: Wessex Subject Strategy Groups (SSGs)** - Schools support the *Wessex Subject Strategy Groups* (SSGs) in each of the core subjects of Maths, English and Science and those in the Foundation subjects. - The Modern Foreign Languages Strategy Group will be overseen directly by the Chief Executive or Director of Learning - The groups will focus on a taxonomy of a curriculum that provides challenge, differentiation and enjoyment - The groups will focus on sharing pedagogic practice, sharing what works for different sub groups of learners, sharing a common language of learning - The groups will focus on sharing assessment practices, including assessment for learning and summative practices, ensuring that assessment is moderated, helpful and has a consistency across the Trust and is compatible with high-performing schools in other parts of the country - Strategy groups will evaluate progress of pupils in ability groupings - A 'Primary Strategy' and a Year 7 -11 Secondary Strategy will be devised. School-based research will take place to harvest current positions and seek ways forward - Cross-curricular ways of supporting the core subjects are to be sought and introduced, supporting the transferability of skills in Maths, English and Science	- Progress outcomes further improve in all schools - Inclusion KPIs improve further - Evaluative practice is strong, effective and impactful - Agreed consistency of approach grows out of - Strategy groups review Trust data for their subject and action plans to further improve outcomes - Primary and secondary strategies are in place and eliminate transfer issues. Year 7 & 8 treated as secondary' and are aligned for a 5 year skills and qualification route - Shared pedagogic practice results in a variety of responses for the needs of learners aiding the planning for progression and implementation techniques that are effective - Shared strategies are vertical and horizontal (eg Year 3 to Year 3, Year 10 to Year 10 (horizontal) and Year 7 to Year 11 (Vertical) - External viewpoints included in strategies, particularly from high performing departments / subjects / themes
R/A/G	**F: Wessex Hubs** - Centres of excellence created in a number of key strategic areas, such as Modern Foreign Languages and Computing - Hubs will have a more linear form of line management / matrix leadership structures - Hubs to have additional support from the Trust	- Linear specialist areas / departments created to ensure specialist provision is in place across age ranges - Learner Outcomes improve - Specialist teachers in place
R/A/G	**G: The School Improvement Offer** - The *School Improvement Offer* is comprised of core support from Wessex and its *School Improvement Team (SIT)* as detailed above, external support from our quality partners, professional guidance from 'Central' staff, peer to peer support from our Wessex Lead Practitioners and our Wessex Associates. In <u>addition</u> to the above: - Each First and Primary school will receive at least 3 full days / 6 half days of support from the Director of Learning plus additional visits from the Chief Executive - Each school will receive a termly visit from the Trust's external School Improvement Partner who will provide a note of visit - Each Secondary / Upper school will receive at least 6 half days of support from the Chief Exec	*Wessex SIT* will: ✓ support with pre-Ofsted briefings and readiness and will support schools on the day(s) of visit ✓ conduct desk-top reviews of progress data and curriculum intent & design ✓ evaluate the School Self Evaluation Forms (SEFs), match to outcomes, internal and external Trust QA visits and offer advice ✓ co-ordinate INSET and CPL provision for schools ✓ commission work from Wessex Lead Practitioners and Wessex Associates ✓ commission work flows from Teaching Schools/Alliances and Lead Teachers ✓ commission work from other MATs through its well-connected network

	• Each school will receive a visit from the Chief Executive and School Improvement Partner above these visits to conduct the Heads' appraisal • Each School/ Chair of LGB will receive a visit from the *Link Trustee* and/or CE to provide guidance • All Trust schools will contribute to the *Wessex Partnership Working* and give 3 days of Lead Practitioner time and negotiate Wessex Associate's time • All schools to benefit from the Subject Strategy Groups (SSGs) • All schools to benefit from access to the Leadership School • All schools to benefit from Wessex Leaders Networks (eg Senior Leaders, Heads) • All schools to benefit from the SEND group and Wessex SEND Leader • All schools to benefit from the Inclusion Group Wessex Inclusion Leader • All schools to benefit from the Wessex Designated Safeguarding Lead Group (DSL Group)	✓ commission external work from National Leaders of Education (NLEs), Specialist Leaders of Education (SLEs), ✓ commission work from National Leaders of Governance • The Trust will agree the categorisation of the school through the visits and desk top reviews, which will form part of the overall *Trust Risk Register*. This will be reviewed termly. • Further external school improvement agents can be deployed by the *Wessex SIT* from it's directory of associated providers, such as; English, Maths, Behaviour Management, Finance, Systems Design • The Trust will support with Safeguarding issues if they escalate
R/A/G	**H: Growing Capacity** • Wessex believes in sharing and distributing some of the Trust roles / Trust projects across the Senior Staff • We are also creating a Wessex Talent Management Strategy • Wessex believes in positively identifying our future leaders and developing leadership programmes to support our future leaders. Future leaders also includes current leaders who may go onto higher roles (such as current heads into Executive Headship). • **Wessex Associates**: Start to give small amounts of time to develop projects. No salary enhancements. Seed capital funding. Create career profiles. Kudos and belonging to the Wessex Family • Develop Lead People: The **Lead Practitioner** Model. Lead Practitioners can be: Academic, Personal Potential / Character / Participation / Employability *This could include:* Subject leads, Sector leads, Theme leads (eg Character Education, Strategic Leader of ICT), Innovation / early adopters, Lead Practitioners • Lead Practitioners to have: a 1 year temporary appointment at the start, small TLR, small amount of time. Time could be an amount of hours per month/term and grow to say 0.1 / 0.2 etc • **Directors (of Subjects).** Major post, shaping curriculum, pedagogy, assessment: Across schools, across phases, English and Maths Lead Practitioners for Hubs / Phases. LPs more of a development post, creating energy & creativity in pedagogy & assessment • Grow School Leaders of Education (SLEs), grow this resource to support school improvement. We will combine SLE work with the above school improvement structures. Gain accreditation through a Teaching School • Grow Incubator Schools for certain projects • Specific Incubator schools to develop innovative practice: *for* English, Maths, Character Education. Link with use of LPs and Associates	• School progress rates improve further with enhanced school improvement capacity • Schools that are at risk of an Ofsted 'category' or are in one will benefit from additional support through increased capacity • Career structure and professional learning opportunities are in place for staff who are involved in the growing capacity School Improvement Team • Capacity for the School Improvement Team comes from the top slice to pay for central staff and commissioned agents • This is supported by all schools sharing their experts, which is a condition of joining the Wessex family. The structure in the intention column is the structure working on the ground, co-ordinated by the Director of Learning • Further school improvement can be commissioned by request by schools which either may be given by the SIT or re-charged, depending on finances and capacity at that moment in time • Schools that slip an Ofsted grade, or are not Ofsted Good or Outstanding or are causing a concern to the Chief Executive and/or Trust Board may be re-charged for additional school improvement work • Progress outcomes for learners improve • KPIs around other measures, such as attendance, inclusion, behaviour and so forth, improve • KPIs around staff welfare and motivation improve • Stakeholder satisfaction surveys improve

Strategic Aim: 6. Develop strong governance, accountability & quality assurance systems	
Vision Intentions	**Intended Impact**

R/A/G	**A: Self -Evaluation Strategy** • The Wessex Quality of Education Policy is a benchmark to evaluate against • Wessex model of evaluation, which samples & surveys learners, staff & parents on the impact of delivery is embed in all schools in a systematic fashion & acted upon • Evaluation of Continuous Professional Learning on learner outcomes is actioned • The rich picture of subject level, sub group level and learner level data is fed into the self-evaluation programme for each school • Performance conversations with staff focus on improvement and development and are informed by evidence in each school • Trust school leaders (Trust Management Group) meet regularly with agenda items in-step with the rhythm of the school year. Agenda items systematically cover the different aspects of school performance & improvement • Trust leaders visit schools and classrooms together so that they develop a shared picture of their schools and provide critical friend feedback • Local governance boards and Trustees have a means of engagement in the peer review and joint learning process • Schools accept other Trust staff and middle leaders to solve problems using their expertise • System leaders employ a range of techniques to gather parent and learner feedback and feed this back into the improvement loop and Team SEF • All schools / subjects to have an external relationship with critical school 'friend'. Work regionally and nationally with a range of high performing schools • Wessex school & system leaders regularly visit schools and classrooms together (e.g. for joint learning walks, lesson observations) & develop a shared picture of their schools	• At all levels, classroom, subject, theme, phase, and school, there is effective use of the full range of data to identify issues regarding progress and to target interventions effectively • A clear ethos of high expectations and school improvement permeates through all school, and Trust leaders • Trust Heads/leaders meet regularly and use a 'gardeners calendar' of natural occurring events/data capture to set agendas in advance • Blink self-evaluation visits are in place for themes/subjects and are calendared in advance and include classroom staff and leaders as well as Headteachers. 360 degree evaluation takes place • School review process constructed and agreed and includes external specialists / Trust 'education' directors. Reviews taking place, in-line with Ofsted waiting schedule • Trust SEF in place and is a tool that is being used to raise progress and outcomes in a systematic way • Stakeholder feedback improves learning • Best practice sharing and self-evaluation processes embedded in cross border work with like-minded schools. Every school / subject will routinely be sharing best practice with their choice of a great school nationally as critical friend
R/A/G	**B: Quality Assurance** • Job descriptions are standardised by the Trust and include clear accountability mechanisms • National standards are evaluated against, including in the appraisal process (Teacher standards, Leadership standards, professional support staff standards etc) • The DoL and CE carry out *desk top data* evaluations after each data trawl • The DoL and CE carry out *desk top SEF and AIP action* evaluations termly • A formal quality assurance or peer review model is in place in each school enabling school leaders to identify development needs through structured conversations with peers. • There is a formal Trust Quality Assurance processes and calendar in place led by the DoL • The Director of Learning will lead the direction of the *Wessex School Improvement Advisors* and other external advisors and follow up with action • A *risk register of schools*, themes & subjects is held by the Director of Learning	• Progress levels are in the top 20% nationally • Quality assurance is effective in closing the improvement loop, not just an activity for the sake of an activity, improves learner progress and closes the gaps upwards on deficit areas needing improvement • The Trust QA calendar is in place and is monitored for effectiveness by the Trust Board SSI committee and Scrutiny Panel sub committee • The Wessex mantra of 'show me' is in place, rather than just 'tell me'. • Trust behaviour & inclusion QA work is supported by the Wessex Inclusion Lead using national standards and Wessex policies • Trust SEND QA work is supported by the Wessex SEND lead and will use the national framework and Wessex policies

R/A/G	C: Improvement Action	
	C: Improvement Action - Staff *Requiring Additional Support* processes are followed by Trust schools (pre-competency) - Schools follow the *Teacher Experiencing Difficulties* (TED) process, which will be checked by the Director of Learning leading to a *Performance Improvement Plan* - Competency procedures follow agreed Trust and national processes - Subject / theme / pastoral *Raising Achievement Plans* are in place for underperforming areas *School Improvement Action* plans are produced by Heads / Heads of School following Trust external School Improvement Partners which are evaluated by the DoL and CE - Schools action a *Systems Effectiveness Review* if there is an ineffective process - Trigger points & action for Trust intervention relating to the Quality of Education Policy and school targets is in place by the CE and Director of Learning. This may lead to a *Centre Action Plan* if the trigger points warrant which will be monitored by the CE, DoL and Trust Board - Wessex will follow its policy for 'Intervention in Schools Causing Concern', which will be linked to Ofsted gradings, internal Trust and external reports. The Scheme of Delegation will be amended for schools that are in this zone - A *Core Group* of school improvement personnel will convene if the Trust feel that the school is at significant risk of not achieving a Good grade in their next Ofsted inspection. The core group will consist of external school improvement partners, the CE, DoL, a Trustee & the school Head. - The Trust Board may also intervene by: ✓ Commissioning National Leaders of Governance to support an LGB ✓ Withdrawing delegated powers from an LGB ✓ Removing or appointing new members to a LGB ✓ Disbanding a LGB and reverting its roles & duties to the Trust Board ✓ Closer scrutiny of the school's performance by the Board at each meeting ✓ Requiring the CE to demonstrate that the Head of the school is being effectively held to account ✓ Requiring the Head of the school to demonstrate that its staff are being properly held to account ✓ Requiring the CE and Head to prepare a plan with appropriate performance targets & progress measures to address the identified weakness(es) ✓ Transferring the management of the school's budget to the Executive Team ✓ If the Trust Board deem that local governance is not effective then an *Interim Executive Board* appointed by the Trust Board will replace the LGB for a set period of time	- All Trust schools adhere to following the national standards for the appropriate job role, be it either a teacher, teaching assistant, or business manager. - School leaders hold staff to account against those national standards and follow national / Wessex performance procedures if there is a performance issue with a member of staff. Staff have the opportunity to close any identified deficit gap with an opportunity to talk this through with their line manager and receive training and guidance. Failure to support a member of staff's professional 'need' by not acting in timely due course will imply a need to ask appropriate questions of the line manager themselves - The policy for 'Intervention in Schools Causing Concern' is linked to the Scheme of Delegation and delegated powers to LGBs. - The Trust will intervene formally: ✓ on a less than Good Ofsted grade ✓ Ofsted judges the school to be providing a lower standard of education than at its previous inspection ✓ if learners progress in one or more subjects decline significantly from one year to the next ✓ Learners progress in one or more subjects decline gradually over more than one year ✓ Learner outcomes or progress in one or more subjects are not on a clear & sustainable upward trajectory ✓ Outcomes are consistently below progress targets set by the Trust ✓ The local governing board does not appear to be providing the level of effective scrutiny or challenge required ✓ The school is not adhering to the policies of the Trust ✓ The school is not adhering to its budget - Clear, effective Wessex Standard Operating Procedures are in place regarding trigger points and action and flow chart procedures across all Trust schools - Standard School Improvement Wessex templates are used by all Trust schools - Standard Wessex minute templates are used by Trust schools and minutes form part of the closing the loop for action activity at the start of every meeting
R/A/G	**D: Data** Wessex has a well thought out Data Strategy that gives the Trust and school leaders and staff access to data when they need it. Schools contribute to this. The 'Data Team creates an insights strategy that supports the curriculum & assessment function, supports the SSI committee and	- Wessex has a well-thought out Data & Insights strategy. Trust and school leaders to routinely review performance against its KPIs - New Data Team function and structure created with Team Leader or manager. Self-driven system with Gantt chart operations with a well

	allows leaders to routinely review performance against KPIs • Data cycles are structured to inform timely conversations about the quality & improvement to lead to impact (data is shared widely across the Trust informing regular, honest conversations) • Ensure that at all levels (school, classroom, subject, teacher, question) there is effective use of the full range of data to identify issues regarding progress, including sub group analysis and that effective intervention is targeted and impacts • A Trust headline data set & State of the Nation data set is available to leaders • Local Governing Boards receive clear, focused overviews of performance data which they then use to explore and frame probing questions • Performance & progress for each school and the Trust as a whole is specifically benchmarked against schools and MATs with similar characteristics • Evaluate robustness of data collected including creating Prediction Residuals over time, compare with other schools and take action to improve robustness • Ensure the Trust SSI committee have a calendar of schools assessment points	thought out Data & Insights strategy that allows trust and school leaders to routinely review performance against its KPIs. Assessment collection points evaluated/amended • Trust & school leaders have access to data when they need it during the year. Data is shared widely across the WLT and informs regular & honest action-focused conversations. Headline data set shows rolling averages and sub-group data. State of nation adapted further with national averages. Prediction residuals collected in designed format. Other data evaluated. Action taken including training and awareness • KPI data shared with LGBs. Training given. Executive Head meets with Chairs of LGBs as part of accountability structure. Benchmarking system adopted and used by Executive Head & SSI committee • MIS systems and data collection systems investigated, costed and evaluated / actioned
R/A/G	<mark>E: Trust Board</mark> • Scheme of delegation & Governance re-focused to meet RSC and Trust Board expectations • Trust Board is 'independent' of any LGB (no double hatters). Trustees have access to School SEFS, School Improvement Plans, LGB minutes and any evaluation processes. Trustees visit link schools personally • School improvement is a core part of the cycle of business of the Wessex board and there is strong culture of scrutiny and challenge around school improvement at all levels. • Finance & Human Resources Committee (FHR) focus on summary income & expenditure. Committee to comprise of the Trustee business specialists. Regular relationship meetings held with the COO in working hours • Risk, Strategy & Audit Committee (RSA) set up and running with clear terms of reference, focusing on strategic and risk aspects of the Trust, bringing mitigated risk control • School Standards and Improvement Committee (SSI Committee) set up comprising of educational specialists from the Trust, ensuring educational challenge is effective • Virtual data area set up, including a Trust data-dashboard. Up to date profile of Trust schools, including background, population data, profile of staff, performance data / key metrics available. SIP & external QA reports are online • Scrutiny Panel set up as a sub-committee of SSI carrying out deep dives into school data. Fewer members, meet during the day • SSI committee has access to: Ofsted reports, SIAM reports, HMI visit reports, current data trawls, three year trend analysis, school performance tables, IDSR reports, FFT data and internal trust data • SSI committee analyses sub group performance, vulnerable groups, gender, ethnicity, child-looked after, ability groupings, SEND performance, drop-out statistics and has information on the extra-curricular activities provided by each school	• School's progress performance is strong and wider educational offer and delivery is excellent • Trustee challenge is effective in ensuring schools' performance doesn't dip • Trustee challenge of LGBs is effective through reporting and accountability mechanisms and is seen as a fair and valid role of the Trust Board and its committees • The Board has clear authority to act if performance, be it educational, welfare, financial or leadership is below expectations, all of which is clearly specified in the Scheme of Governance, which explains actions that will be taken such as a retraction of delegation and school improvement action • Regular meeting structure set up. Performance conversations focus on improvement & development and are informed by evidence • Performance & progress for each school and the Trust as a whole is specifically benchmarked against schools & Trusts with similar characteristics regionally & nationally • The Trust has a regular model of evaluation which the SSI committee use to measure the impact of school practice • Calendar made available • All metrics made available, explained and analysed by the SSI committee • Sub group performance for each school and the Trust as a whole made available and analysed. Actions decided upon • Welfare data made available, analysed and evaluated. Actions decided upon

	- SSI also has pastoral and welfare data such as attendance & PA attendance, exclusions & persistent exclusions, destination data - The Committee makes recommendations to the Chief Executive and to School Improvement Team for action based on forensic analysis and then evaluates that action at Committee for impact and progress towards targets - SSI Committee confirms schools' data targets - The Trust Transition Board is set up for any school wanting to join the Trust. This Board has performance & financial data to evaluate the current effectiveness & risk level of that school - There are regular opportunities to review the skills and expertise at board level in order to reflect a balance of educational understanding to focus on school improvement. Development opportunities for boards include expectations for school improvement - The Board regularly reflects on its own effectiveness and there are clear mechanisms for the Board to engage with local bodies and for LGBs to learn from each other, sharing good practice - Wessex has a clear succession plan for governance	- SIP reports in virtual area. SIPs to be invited in to discuss state of the nation of each school with the SI committee occasionally - All school targets, including sub groups are explicitly made clear and outcomes benchmarked against - Character education and participation tracked, analysed and evaluated - Evaluation of the 'handover process' itself and the progress rates of learners evaluated. SSI member attend transfer events when possible - SSI members adopt a school each and strike a relationship with each Head and Chair of Governors - Risk assessment of future joiners take place with a clear action plan in place depending on the evaluation - SSI members monitor impact of action to rectify standards where there are concerns. Specific action plans drawn up when concerns are high - SSI members support school improvement action, where skill sets exists
R/A/G	**F: Local Governance** - School improvement is a core part of the cycle of business of local boards and there is strong culture of scrutiny and challenge around school improvement at all levels - An annual cycle of LGB agenda items is adhered to and actioned - Heads' reports to LGBs are focused on school improvement and are not excessive - LGBs are provided with a clear picture of school performance benchmarked against Trust targets by Heads / Heads of School - Further develop local governors in their role as quality guardians, removing some of the other 'noise'. Shape LGB agendas through common calendar of agenda items. - Create a Local Governing Chairs network to help develop and communicate with LGBs - Schools to engage with local governance training from the Trust	- LGBs understand their role is one of checks on school improvement, including vulnerable groups and pupil premium - New LGBs are inducted into the Trust and engage actively in future Trust training events - LGBs understand the Scheme of Governance, that it is focused around school improvement and that there are trigger points that will affect them if the school is deemed at risk in one of the identified categories in the SOG - Chairs of Governors understand the distinction between 'accountability and the executive' - Common LGB formats and agendas are followed by each LGB where specified by the Trust
R/A/G	**G: Growth** - Wessex has clear and well-articulated aspirations for growth and a detailed plan to deliver them. This includes shadow plans for governance, leadership and school improvement capacity - It is the intention to set up Wessex hubs/clusters as part of the growth strategy, with some hub delegated leadership but reporting back to the Executive Team - The plan includes *scale-ability* aspects for school effectiveness and to the capacity for the central business services provision - All schools wishing to join will benefit from a Transition Board and an integration plan and a personnel induction plan for school & system leaders - Induction sessions include understanding of our values set of putting learners first and driving the progress for them - Induction processes are clear and include an ethos session on our learnt behaviour patterns of operation, our communications protocol, our accountability structures	- The Wessex growth strategy has coherence and is focused around: mutual benefit from new schools and existing schools - The Trust Board maintains its high quality skills set and impartiality seeking the very best Trustees to support the growth of the Trust and to hold its leaders to account - Economies of scale from growth will be maintained, remembering that we are about school improvement, so that a 'dis-economy' model is not created with wasteful additional resource that adds little impact - Growth will not erode the ethos or the 'DNA' of the Trust, such as watering down standards and expectations. Wessex will remain about being child-centric and supporting staff to achieve that aim - Schools wishing to join the Trust will accept participation on a Transition Board, aiding communication, process and induction into Wessex

Strategic Aim: 7. Be an efficient & cost effective organisation that provides professional support & functionality		
R/A/G	**Vision Intentions**	**Intended Impact**
	A: Structures and Admin Systems • The Chief Operating Officer oversees Trust support structures and undertake a review of current structures ensuring that they are aligned to the needs of the Trust. This will involve centralisation of key functionality to achieve financial and specialist economies of scale • Work force audits will support the centralisation of business functionality and financial savings to schools will be used to pay for that centralisation • An administration system that works from an operations gardeners calendar/Gantt chart set up • Standard paperwork and standard operating systems are consistent across Trust Schools • A 'Team' focus with key trust leaders in support functions created with an elimination of single points of failure. Trust Team Leaders briefing set up • Business Leaders group set up to support communication • Business leader talent from Trust schools spotted and included in the team to support the professionalisation, centralisation and standardisation of Trust service provision • Wessex Operations meeting of key business people set up and running • Co-ordination and upkeep of the Trust calendar is effective • Effectiveness of critical incident planning, including crisis management for all possible foreseen events across the Trust, is tested. A Trust IT critical incident breach plan is in place • A Trust reprographics centre where high quality printing & copying can be achieved for all schools is in place. Copying can be achieved through electronic 'ordering', mail-merging to databases and also electronic 'distribution' where required • All Trust schools to be covered through central insurance and legal services. Central risk-assessment is in place	• Trust business functionality centralised, to support the quality of service provision and reducing duplication costs. Schools may pay more in top slice but gain more overall as unit costs reduce / quality & quantity of service provision increases • Central services to be seen as either (a) Education Support or (b) Business Support. The 'Business function' of the Trust runs the systems in effective manner. Support staff are seen & treated as a professional team. High team ethos is a key measure. Scope of each job and function clearly defined. Visibility for all staff to see. Cross-training and cross skilling will prevent no single points of failure • Vacancy management in place across the Trust as appropriate to achieve efficiency & effectiveness. Carry this out using a shadow structure / staged implementation strategy • All support staff are in teams, have appraisals and personal development plans • These routine functions are administered by the business function of the school & Trust as part of the critical path analysis to ensure effective running • High quality printed materials on offer. Reduced cost to schools. Quick turnaround
R/A/G	**B: Financial Systems and financial efficiency** • The Wessex top slice covers essential core operations • The top slice 'purpose' is communicated effectively to schools • A re-charge model is introduced for specific services over and above the top slice, with schools understanding the internal purchasing system for services • Financial regularity across the Trust is secured. Budgetary procedures reviewed and revised systems set with Heads & Business leaders to ensure financial budgetary security • Budgetary practice is aligned with the actual needs of the organisation • Schools evaluate spend against agreed benchmarking systems, out-turn versus variance and major cost centre items against budget. • Schools evaluate per £ spent on the progress and the effectiveness of intervention strategies • Schools move to Trust procurement / economies of scale for key items	• Trust budgets linked to 3 Year plan and SDP/ improvement areas. No spend on areas that don't yield improvement or sustainability of progress or care. Progress per pound culture in place. Progress per pound spent is maximised (VFM measures) • Pupil premium tightly focused. Spend linked to Maths and English more. Learning support spend focused on needs analysis • Appropriate benchmarking v current, v planned and v past (trend analysis) in place to inform impact of financial resources (against outcomes) • Intervention strategies clearly evaluated per pound for effectiveness and corrected to make more effective • Trust procurement is saving money across all school • Supply management securing quality and lower cost for items purchased

	• The Wessex Supply Chain Management service is in place to oversee external purchases by Trust schools • New admin staff are inducted & trained when schools come into the Trust • Staff payroll administered centrally & deals with payroll issues • Pre-school funding mechanisms reviewed and cost-centring of the true cost of running with First schools takes place with a contribution to the Trust (cost out service provision)	outside of group/ bulk purchased • Trust induction programme in place • Centralised payroll easing pressure in individual schools

R/A/G	**C: Create Human Resource capacity**
	• Human resource management / administration function created to deal with:
	   ✓ Recruitment, selection, appointment, staff issues
	   ✓ Safer Recruitment strategies are followed
	   ✓ USP recruitment strategy & image for the Trust
	   ✓ Succession planning in the Trust
	   ✓ Staff retention strategies and analysis
	   ✓ Creating an effective Trust appraisal systems
	   ✓ Supporting on staff induction process including safeguarding and Prevent training
	   ✓ Supporting staff welfare systems
	   ✓ Supporting staff conduct, disciplinary & capability issues in the Trust
	   ✓ Persistent staff absence
	   ✓ Creating common HR policies across the Trust
	   ✓ Ensuring effective safeguarding procedures are in place
	   ✓ Ensuring that Wessex has a clear approach to recruiting and developing the best staff in line with its vision; staff are attracted to a school because it is part of the Wessex family
		• HR manager / facility created that supports Heads and senior staff
		• Trust procedures & training in place for safer recruitment, Prevent and other essential needs
		• Trust document in place for why you would want to work in this lovely area of the country. To go out with recruitment details
		• Succession plan devised and supported by HR. The Trust implements a talent management strategy and has a clear approach to recruiting and developing he best staff
		• Key metrics in place on staffing and retention strategies in place
		• COO & Exec Head to have themes of appraisal need in order to plan training
		• Induction programmes follow set compliance procedures
		• The beginnings of a staff welfare plan is in place in 24 months with support mechanisms / contacts in place
		• Transparent systems & function in place
		• Bradford factor to be used across the Trust and action taken
		• HR policies consistent

R/A/G	**D: Income Generation Opportunities** • A plan is devised to increase income generation / letting opportunities / good will, creating an income flow from the asset structure of the schools • The possibility of creating additional Trust enterprises under the Wessex brand is investigated. This could include: conference facilities, functions spaces, driving school & theory test lessons, printing & copying. International students / courses • Sponsorship of Trust activities or schools sought out • Bid-writer identifying opportunities sought out, such as community or national lottery • Partnerships with providers to investigate the development of an Apprenticeship Hub for the Trust sought out • Summer School and wrap around care opportunities etc investigated	• Asset structure of the Trust generating 50% more income from lettings and partnership work, such as reprographics, Theatre use, conference facilities • One Trust Enterprise concept to be examined in next 12 months • Key Trust sponsors identified for various activities or schools, level of sponsorship ascertained (eg bronze, silver, gold partner) • Apprenticeships running, including sourcing courses not run by the School but where the School draws down a finder's fee • The Trust acts as an Apprenticeship assessment centre. English & Maths offered Post 16
R/A/G	**E: Wessex Asset and Facilities Management** • Trust asset management plan in place which covers compliance, asbestos, fire and accessibility and prioritises the needs of Trust school sites so that refurbishment and remodelling can take place as funding becomes available / bid for via the Condition Improvement Fund. All schools	• Asset management plan in place with a rolling plan for repair and decoration. Costed. • Growth analysis and capacity analysis taking place regularly. Facilities, teaching & staff needs analysed. Population and opportunities for

	• feed information into the asset planning processes • Future modelling of school place capacity in place to allow the Trust to expand in key areas. Strategic growth plan to include capacity growth and overcoming land issues. • Capital projects managed by the Trust for its schools • Best value for contracts, including grounds maintenance, sports pitches achieved centrally • Site Manager responsibilities across the schools reviewed seeking further letting opportunities • Signage at the schools improved, if needed • The need and planning for additional fencing and gating around the school sites taken place • Planned Preventative Maintenance (PPM) scheme in place to ensure assets are fit for purpose • Reactive (emergency) Management on-call scheme for Trust schools in place • Trust facilities Management facility in place to support Trust schools: i) Health & Safety support & procedures service offer in place ii) Central compliance procedures & statutory testing such as: PAT Testing; Emergency lighting tests; Annual gas inspections: Water hygiene checks; Fixed wire testing; Fire extinguisher testing; Fire control panel testing; Lifts; Air-con units; Portable doors in place, in place iii) Other central service offers in place(internal & externally procured) such as: Environmental & Hygiene services; Cleaning; Security; Mechanical & Electrical; Financial consultancy iv) Facilities Management analysis feeds into CIF bid need	• growth taken into account. Analysis of how growth (or contraction) moves through the system is planned for • Centralised capital expenditure and bids in place • Contracts evaluated for best value/economies of scale • Defined roles for site team colleagues. Linked to income generation plans • Signage improved • Safeguarding, security & fencing evaluated across the Trust • Scheduled for PPM in place and costed • On-call system devised and manned • Centralised Trust Facilities Management team and function in place • Trust schools are Health & Safety compliant (pro-active) • Services are costed & being offered • Services are costed & being offered • State of premises advising CIF funding
R/A/G	**F: Wessex Pre-school Strategy** • Trust pre-school business strategy & business model in place, with clear standard operating procedures, appraisal systems, data systems, comms systems and payment systems, with clear line management and overall Trust Pre-School leadership • The Pre-school sector clearly branded as 'Wessex' • Consider overall co-ordination of Wessex Pre-schools	• Each First school / Primary to have a 'feeder' pre-school • Wessex brand incorporated into the pre-school to promote consistency of schooling • Executive leadership in place over the Wessex Pre-school group, with clear management & education strategy in place
R/A/G	**G: Wessex Image, Marketing & PR** • Trust branding / logo revitalised & appears alongside school logos on letter heads etc • PR awareness enhancement of the Wessex brand taken place and is effective • All Trust trading enterprises branded under the 'Wessex' name and logo, such as Wessex Catering, Wessex Nurseries etc • Clear Wessex marketing & PR 'function' created promoting the schools in local paper media and digital media supported by an information flow from schools • A monthly 'simple' electronic bulletin for parents of upcoming events in Trust schools created • Marketing materials, including prospectuses and banner posters, to promote the Trust, its school and its activities is in place • Publications from the Trust and Trust schools are professionally produced • A new Trust web site that meets the needs of all stakeholders and represents the outstanding position of the Trust is created • Trust and each schools' social media is set up and regularly updated	• Re-energised branding in place that represents a dynamic outstanding 21st century educational institution • Media profile is significantly & positively enhanced with a weekly profile • Social media used to inform parents. Include whilst on trips, events and so forth. Social media will be locked down for replies • A Professional profile is established for all school events with portable marketing materials • Wessex Learning Trust display stands in local shops and stores • Further enhancement & communication in the town and villages • Designer employed to provide in-house publications. Pull-up banners and other marketing materials out-sourced at best value where in-house is not possible. Materials are high-class and well-designed • Outstanding new web site launched with full functionality. Clearly defined role for web developer in place with specific social media used to recruit and inform learners and parents

R/A/G	**H: IT Technical Team and Infrastructure & licenses** • Trust IT Technical Team created serving the needs of Trust schools, including routine operational functions, installations, health checks, new core infrastructure • Trust IT re-fresh plan is in place including core infrastructure and classroom facing equipment. • Cyber-security measures are compliant with 'Keeping Children Safe in Education' and the 'NEN' School Security checklist. • IT Technical team capacity has been reviewed and further business opportunities sought. The opportunity to bulk buy IT licences and hardware across the Trust is in place • E-systems developed across the Trust enhancing quality, accessibility and speed of response. E-systems are linked to learning opportunities and on-line resources to reduce paper and photocopying. Bring your own mobile device has been investigated as an option • Coherent integrated Trust electronic communication systems that informs all stakeholders (including parents) of any critical incidents, school closures, school trips running late/stuck, school event updates and so forth are in place. This includes parent and staff email, Twitter, Facebook and web site presence • The Wessex email system has been rolled out to all Trust staff, along with cross-Trust user groups	• Centralised IT technical team is created, with a range of skill sets to match the need, from routine functions to high-level installs and critical management. IT equipment needs including IT core and learner facing equipment forms part of an IT fresh plan. QA / audit taken place in each school and checklist of measures for each school issues • E-systems in place across the Trust with a synergy and ease of inter-school communication & with stakeholders • Web site notices can be placed by a number of key personnel • Web site can be authored by agreed different people • Key staff to update social media and web site allocated and trained • New Trust parent email & text systems introduced and tested • Critical incident plan and closure plan updated for these new systems
R/A/G	**I: Catering** • A Wessex Catering function / business / solution is in place providing high quality food and drink and experience within a sustainable business model for children, offering breadth & nutrition. • Biometric / cashless / pre-order payment systems are in place • Other business opportunities, such as the local community, weddings, functions (in non-school time) have been investigated	• Look at possible portable sales outlets and expansion of product ranges / catering opportunities • A one-campus biometric system is chosen and implemented and parents informed that they can check what is being purchased • System introduce and promoted